Needham School Committee

May 5, 2020

5:00 p.m.

Meeting accessible via Zoom Webinar* and broadcast and streamed live on The Needham Channel

Broadcast on the Needham Channel municipal and HD channels, live stream at: https://needhamchannel.org

* Please use the link below to join the webinar:
https://us02web.zoom.us/j/83332142566?pwd=RmpKUXVCQVY3aFQxeEhTUXBlN2MrUT09

Password: 547690

Or Telephone:
US: +1 929 205 6099 or +1 312 626 6799

A school and community partnership that creates excited learners, inspires excellence, fosters integrity

Needham Public Schools

SCHOOL COMMITTEE MEETING AGENDA

May 5, 2020

Meeting accessible via Zoom Webinar* and broadcast and streamed live on The Needham Channel

Broadcast on the Needham Channel municipal and HD channels, live stream at:
https://needhamchannel.org

5:00 p.m. **School Committee Chair and Subcommittee Updates**

5:10 p.m. **Superintendent's Comments**

5:15 p.m. Consent Items
1. Minutes of the Meeting of March 10, 2020

Discussion Items

5:15 p.m. Emery Grover Building Study

5:45 p.m. School Master Plan Facilities Study

6:45 p.m. Response to COVID-19 Health Emergency: School Updates

7:15 p.m. Superintendent Evaluation Process

7:30 p.m. **Action Item**
Approve 2020-2021 Elementary, Middle School and High School Handbook Changes

7:30 p.m. **School Committee Comments**

* Please use the link below to join the webinar:
https://us02web.zoom.us/j/83332142566?pwd=RmpKUXVCQVY3aFQxeEhTUXBlN2MrUT09
Password: 547690

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Needham Public Schools

Needham School Committee

May 5, 2020

Public Comments

Under Governor Baker's emergency "Order Suspending Certain Provisions of the Open Meeting Law G.L. c. 30A, S20", issued March 12, 2020 and in effect until termination of the emergency, meetings of public bodies may be conducted virtually provided that adequate access is provided to the public. No public participation is contemplated for this meeting.

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **School Committee Chair and Subcommittee Updates**

Background Information:

- The Chair and subcommittee members may offer brief updates on issues not on the agenda.

Members of the School Committee available for comment:

Andrea Longo Carter, Chair
Connie Barr, Vice-Chair
Heidi Black
Michael Greis
Susan Neckes
Aaron Pressman
Matthew Spengler
Aidan Michelow, Student Representative member of School Committee

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Superintendent's Comments**

Background Information:

Superintendent Daniel E. Gutekanst will apprise the School Committee of events, information, and matters of interest not on the agenda.

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Consent Agenda**

1. Minutes of the Meeting of March 10, 2020

Chair: "Does anyone wish to remove any item from the consent agenda?"

If none removed:

"There being no objection, these items are adopted by unanimous consent."

Needham School Committee
Jeremiah E. Burke High School
60 Washington Street
Dorchester, MA
Minutes of the Meeting
March 10, 2020

Michael Greis, Chairman of the Needham School Committee called the meeting to order at 6:00 p.m. Chairman Greis welcomed the Jeremiah E. Burke School community to the 6:00 p.m. School Committee meeting. Chairman Greis expressed his appreciation Headmaster Amilcar Silva and thanked him for the many opportunities to join the Boston families. Chairman Greis also expressed his appreciation to Marc Mandel and Derick Risner of the Needham Channel for recording the meeting, which will be available online at www.needhamchannel.org. Chairman Greis mentioned briefly that Governor Baker has declared a state of emergency and that Superintendent Gutekanst will provide the details on what this means for Needham.

Members of the School Committee present were:

Michael Greis, Chair
Andrea Longo, Vice-Chair
Connie Barr
Heidi Black
Susan Neckes
Aaron Pressman
Matthew Spengler

Aidan Michelow (non-voting student member)

Members of the Central Administration present were:

Dan Gutekanst
Terry Duggan
Anne Gulati
Mary Lammi
Alexandra McNeil

Public Comments

Public Comments

Chairman Greis offered the opportunity for the public to speak to the School Committee on issues, not on the agenda.

There were no comments.

School Committee Chair and Subcommittee Update

School Committee Chair and Subcommittee Updates

Susan Neckes reported on the Permanent Public Building Committee (PPBC) meeting she attended recently. Ms. Neckes gave an update on the completion of the Sunita Williams Elementary School with regards to punch list items. Ms. Neckes stated that the School Master Plan will be coming to the School Committee for consideration at its next meeting.

Aaron Pressman stated that he attended the Needham Special Education Parent Advisory Committee (SEPAC) Business Meeting today and has learned that SEPAC is putting on a documentary titled, *Intelligent Lives*, which is about three adults with intellectual challenges and how they thrived into adulthood. He stated that this is something that the Needham

community is eager to learn about. He added that this event will take place on March 25, 2020, at 7 pm at the Pollard Middle School. Mr. Pressman stated that the event will include a paneled discussion with experts on the issue.

Superintendent's Comments

Superintendent's Comments

Superintendent Gutekanst expressed his appreciation to Amilcar Silva, Headmaster of the Jeremiah E. Burke School. Superintendent

Gutekanst stated that the Burke community is incredibly special to Needham and appreciates Amilcar Silva's leadership and their willingness to welcome the Needham community.

Superintendent Gutekanst stated that the news on the Corona Virus is changing daily. He also stated that Needham Public Schools is working closely and collaboratively with the Needham Department of Public Health and with the District's Director of Health Services, Barbara Singer under the advisement of the Massachusetts Department of Public Health and the Centers for Disease Control, as well as the Governor's Office and the Executive Branch to make decisions on what will be done in the Needham Public Schools to ensure that Needham is prepared and ready for learning and ensuring that the schools are safe for students and staff. Superintendent Gutekanst stated that the school's website has been updated with information on frequently asked questions as well as information that will provide good direction on what is being done in the Needham Public Schools and locally to ensure health and safety for students and staff. Superintendent Gutekanst also stated that if parents have questions regarding their student's health, they should contact their school's nurse. Superintendent Gutekanst mentioned that he is working closely with the town to make sure that the buildings are as clean as possible. Superintendent Gutekanst stated that international field trips are canceled but concerts and local trips are still scheduled to take place. He also encouraged elderly family members who might be sick or not feeling well to not attend school events.

Superintendent Gutekanst stated that Chairman Greis received the Colonel William Mcintosh Chapter, National Society Daughters of the American Revolution Award for his efforts to encourage, support, and lead conservation efforts in the Needham community and within the Needham Public Schools. Superintendent Gutekanst stated that in the schools Chairman Greis has been instrumental in conservation and environmental efforts by working with students and staff on energy use and environmental sustainability efforts. Superintendent Gutekanst added that Chairman Greis works regularly with the Environmental Club to advise and encourage youth plans. Superintendent Gutekanst added Chairman Greis has used his business and technology background to support various technology and conservation sustainability efforts in the schools, and that Chairman Greis has led the efforts to encourage the efforts of technology to help manage heating, air conditioning systems and the solar array at the Sunita Williams Elementary School. Superintendent Gutekanst stated that Chairman Greis received this prestigious award at the Needham History Center this past weekend. Superintendent Gutekanst congratulated Chairman Greis.

Superintendent Gutekanst presented the Empowered Learner Award to Newman Elementary School fifth grade student David Osigifor. Superintendent Gutekanst read a short summary of David's achievements. David expressed his appreciation to his teachers and Principals for their support.

CONSENT ITEMS

Consent Items

1. Minutes of the Meeting of January 7, 2020
2. FY20 Grant Approval
3. Authorize Disposal of Surplus Items
4. Waive Enrollment process
5. FY20 Budget Transfers
6. Accept Donations

Chairman Greis asked if members of the School Committee wanted to remove any item from the Consent Agenda. He stated that because there are no objections, the items are adopted by unanimous consent.

DISCUSSION ITEMS

Student Presentation: Courageous Conversation on Race

Student Presentation: Courageous Conversations on Race

Dr. Gutekanst introduced this item. He stated that students from Needham High School are involved in a new course entitled Race Equity. They will discuss their work at the high school in leading discussions around race, equity, and inclusion. Dr. Gutekanst stated that the culmination of the course is the design of Courageous Conversations on Race lesson plans they will execute with freshman students. Dr. Gutekanst welcomed Needham High School Students: Olu Ajayi, Kai Dixon, Mia Eberstad, Josh Fleckner, Lauren Lipscomb, Stephanie Ogbedor, Trixie Ogbedor.

Students shared an update on the activities and initiatives of Courageous Conversation on Race (CCOR). CCOR is a course of thirty students who meet every morning to lead conversations on race with first-year students in biology classes. Students talked about why they are involved and what it means to them to be involved. Students shared a video on their work. Students expressed their appreciation to faculty and staff for thoughtful teaching and support. Discussion followed.

Newman School Improvement Plan

Newman School Improvement Plan

Dr. Gutekanst introduced this item. He stated that the Newman School Council has worked collaboratively this past year to advise Principal Jessica Peterson and develop and maintain the School Improvement Plan. Dr. Gutekanst also stated that in accordance with M.G. L. Chapter 71, Section 59c, the Superintendent has approved the Newman School Improvement Plan. Dr. Gutekanst welcomed Principal Jessica Peterson and members of the Newman School Council.

Principal Peterson introduced members of the Newman School Council: Assistant Principal Andrea Vargas, teachers Kerri Vonnegut, and Vanessa Iorlano, parents Leah Schwartz and Lauren Mednick. Principal Peterson stated that the Newman School is a large community with 756 students including the preschool, over 100 staff members, 31 classrooms, and the

Science Center as well as the preschool. Principal Peterson presented demographic information on the student population of the Newman School. Principal Peterson noted that Newman is a diverse school community with a lot of different learning needs. Principal Peterson read a statement sharing the 'Why' of what teachers do at the Newman Elementary School. She stated that the Newman School Improvement Plan reflects goals aligned with the Portrait of a Needham Graduate and what Newman will do to achieve its 'Why'. Teachers presented plans for targeted intervention and meeting the social and emotional needs of students. Newman will also support school and families working together to support the needs of students in a collaborative manner. The entire Newman School Improvement Plan report is available online at www.needham.k12.ma.us. Discussion followed.

Student Opportunity Act

Student Opportunity Act

Dr. Gutekanst introduced this item. He stated that the Student Opportunity Act implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit public schools. He also stated that Districts, like Needham, expected to receive less than $1.5 million in incremental Chapter 70 funding, must fill out a short form template to indicate a plan for general use of funds. The School Committee must discuss the proposed plan, vote on it, and submit the plan by April 1st to the Commissioner's office for his review and approval. Dr. Gutekanst stated that are four commitment areas for School Committee consideration: Focusing on Student Subgroups, Using Evidence-Based Programs to Close Gaps, Monitoring Success with Outcome Metrics and Targets, and Engaging All Families. Discussion followed.

School Committee Comments

School Committee Comments

Connie Barr stated that this is a meeting she looks forward to, having a chance to come into a meeting with the Boston parents.

Chairman Greis stated that Sunday, March 15, 2020, is the Annual NEF Spelling Bee from 3:00 pm-5:00 pm in the Needham High School cafeteria.

A list of all documents used at this School Committee meeting is available at:

A List of Documents

http://www.needham.k12.ma.us/district_info/school_committee/packets2019-2020

Adjournment

At approximately 8:00 p.m., a motion was made to adjourn the School Committee meeting of March 10, 2020.

A motion was made: The motion was moved by Connie Barr and seconded by Andrea Longo Carter.
The motion carried. The vote was 7-0-0.

Respectfully submitted by Cheryl Gosmon, Note Taker

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Discussion**

Emery Grover Building Study

Background Information:

- An update on the Emery Grover Building Study will provide a review of options for the School Administration building.

Persons Available for Presentation:

Mr. Joel Bargmann, Principal, BHPlus Architects
Mr. Reese Schroeder, Senior Associate, BHPlus Architects
Mr. Steven Popper, Town of Needham Director of Design & Construction
Mr. Hank Haff, Town of Needham Senior Project Manager

Needham School Administration
Emery Grover Building Study

May 05, 2020

Needham School Committee Preasentation

1330 Highland Avenue
Emery Grover Building Study

Presentation to the Needham School Committee – May 5, 2020

Summary of Concept Developments 2019 - 2020

Review: Option 1 – New Construction

Review: Option 2 – Renovation & Addition

Review: Option 3 – Renovation & Addition Rotated

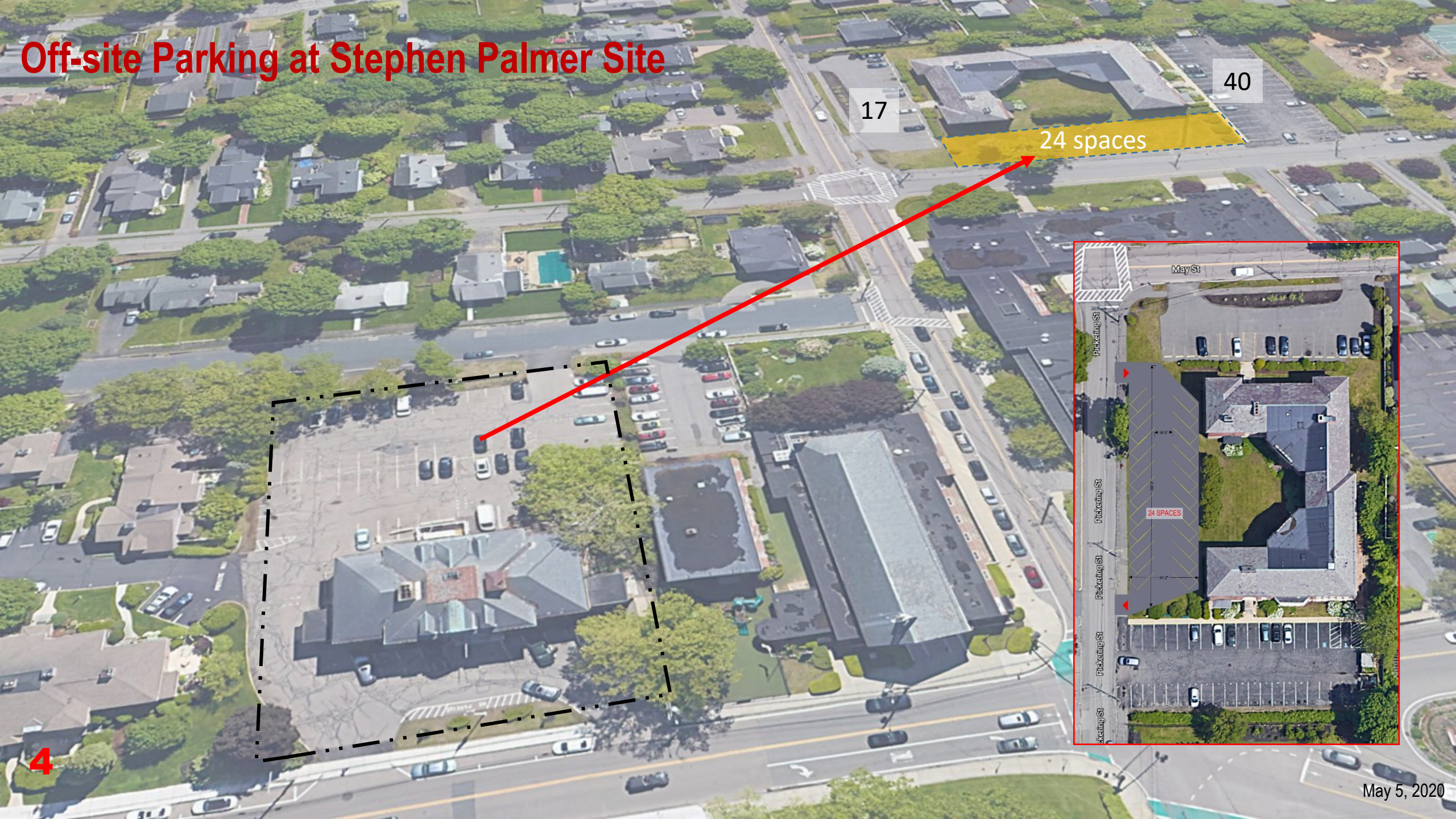
Review: Updated Cost Estimate

Summary of Concept Developments 2019 – 2020

- Option One – Tear Down / New Construction
  - Most on-site parking
  - New building
  - Concern for tearing down historic building
- Option Two – Preserve Existing Façade Only / New Construction (*Eliminated*)
  - Reduced on-site parking
  - New building
  - Expensive to brace and save façade only
- Option Three – Renovation and Addition
  - Reduced on-site parking
  - Restoration of historic exterior
  - Addition on rear
- Option Four – Stephen Palmer Tear Down / New Construction (*Eliminated*)
  - Existing building is leased through 2027
- Option Five – Stephen Palmer Field / New Construction (*Eliminated*)
  - Green's Field is in use for town sports and activities
- Option Six – Hillside Elementary Tear Down / New Construction (*Eliminated*)
  - Away from Town Center
  - Existing soils conditions

- All Options include moving Information Technology to new facility
- All Options include 1,200 SF Conference Center

Off-site Parking at Stephen Palmer Site



May 5, 2020

Summary of Concept Updates – 2020

- Option One – Tear Down / New Construction
  - Most on-site parking at 62 Cars + 24 off-site = 86 Parking Spaces
  - New building
  - Concern for tearing down historic building
  - Middle cost of the three options
- Option Two (formerly Three) – Renovation and Addition
  - Reduced on-site parking at 48 Cars + 24 off-site = 72 Parking Spaces
  - Restoration of historic exterior
  - Addition on rear
  - Least cost of the three options
- Option Three Rotated – Renovation and Addition
  - Reduced on-site parking 42 Cars + 24 off-site = 66 Parking Spaces
  - Restoration of historic exterior
  - Addition on rear rotated to form “L” plan
  - Better natural light into new offices
  - Most expensive cost of the three options plus add for parking garage option
- Option Three Rotated – Renovation and Addition w/Garage
  - A parking garage for additional net 8 cars is possible under the addition = 74 Parking Spaces

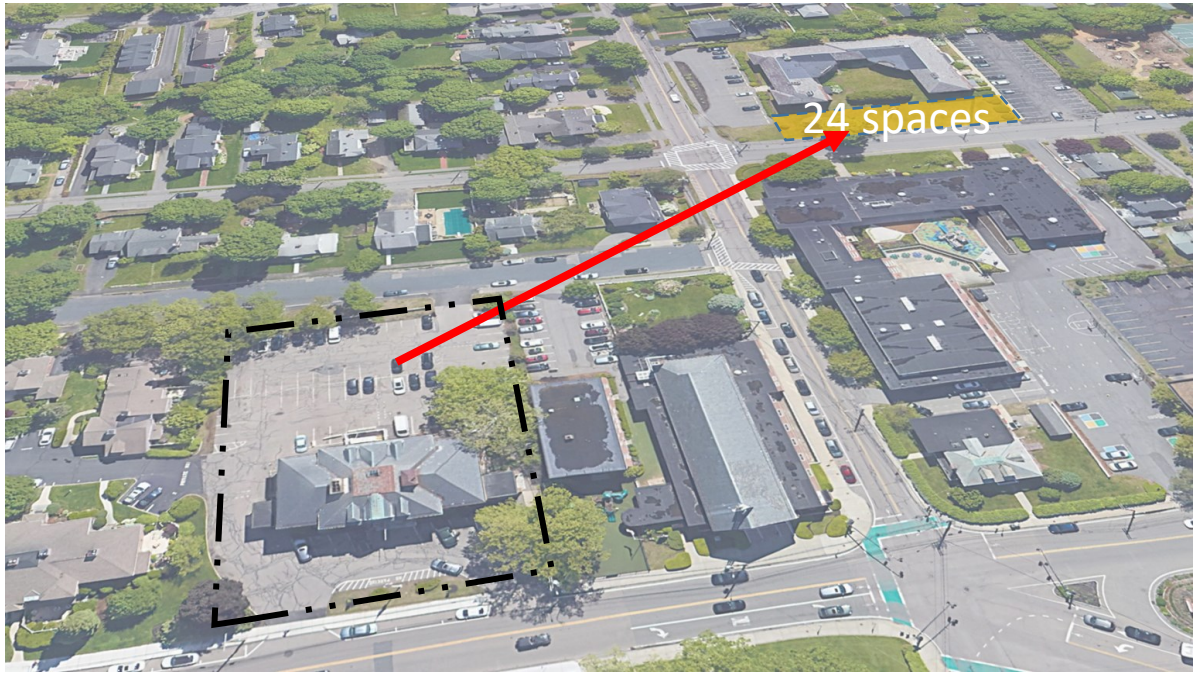
- All Options include moving Information Technology to new facility
- All Options include 1,200 SF Conference Center
- All Options include 24 spaces off-site parking at Stephen Palmer

Summary of Parking Requirements

School Administration Parking Needs

Full Time Equivalent (FTE) Employees with IT = 48
+
Transitional Visitor Parking (typical day) = 18
Total Parking Need on a Daily Basis = 66

Overflow Parking during Conference Functions
- Remotely
- Oakland Avenue
- Highland Avenue



Food Service = 4
Business = 7
SpEd/Student Services = 6
Transportation = 3
Superintendent = 2
Community Education = 7
HR/Payroll = 7
Curriculum/ Program Development = 4
Production Center = 1
Technology = 4
District IT = 3
Subtotal = 48

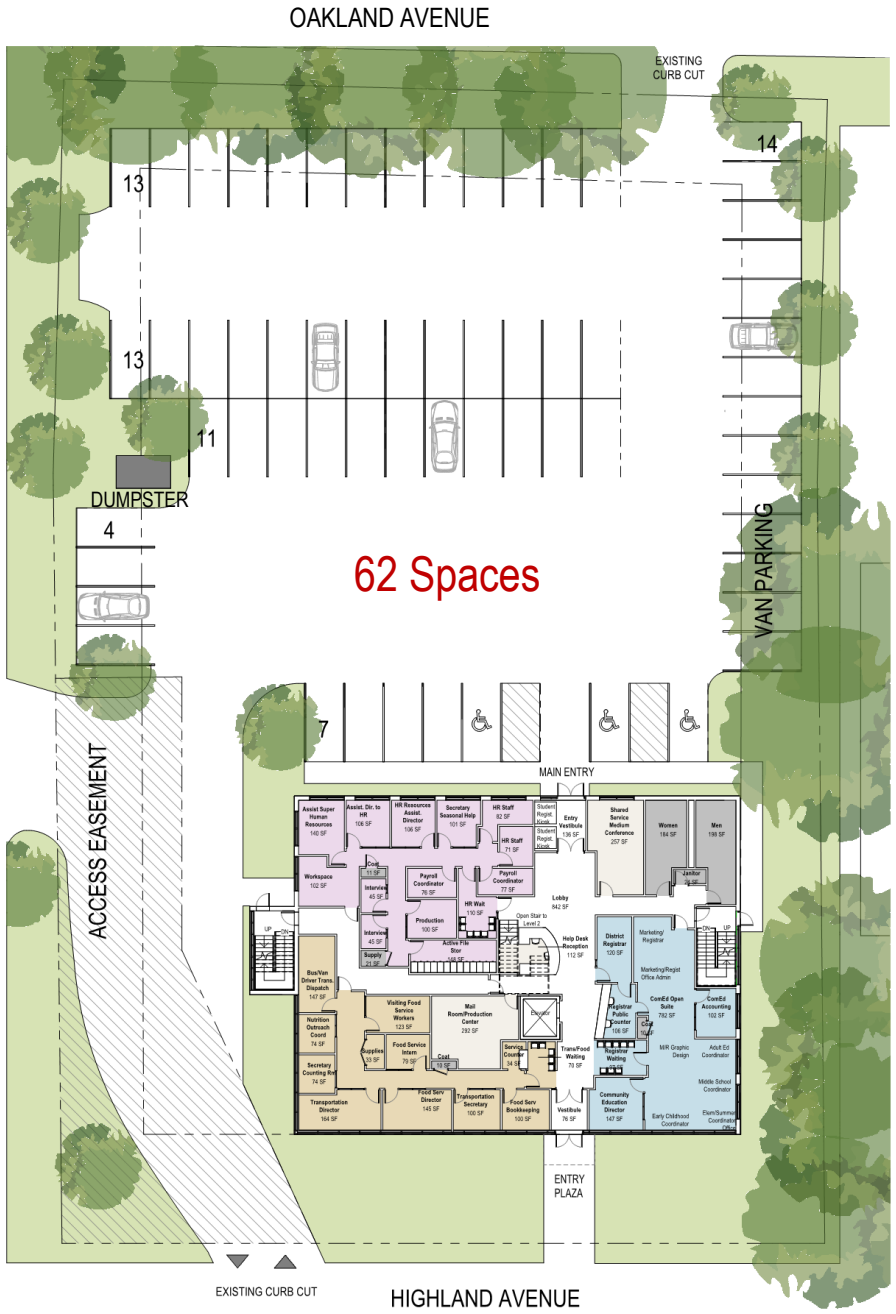
- Option One – Tear Down / New Construction
  - 62 Cars + 24 off-site = 86 Parking Spaces
- Option Two (formerly Three) – Renovation and Addition
  - 48 Cars + 24 off-site = 72 Parking Spaces
- Option Three Rotated – Renovation and Addition
  - 42 Cars + 24 off-site = 66 Parking Spaces
- Option Three Rotated – Renovation and Addition w/Garage
  - 50 Cars + 24 off-site = 74 Parking Spaces

Option One – New Construction

- Tear Down Emery Grover
- 31,162 GSF New Construction (closer to Highland Avenue)
- Program includes
  - 1200 sf Conference Center
  - Full IT Department
- 62 Parking Spaces
  (100 spaces required @ 1/300 sf per Zoning)

- Zoning By-Law Amendment is required for FAR to exceed 0.5
- Zoning Waiver is required for number of parking spaces provided on site.
- Zoning Waiver is required for additional future parking at Stephen Palmer site.
- Zoning Waiver is required for remote parking at a distance greater than 300 feet.

N



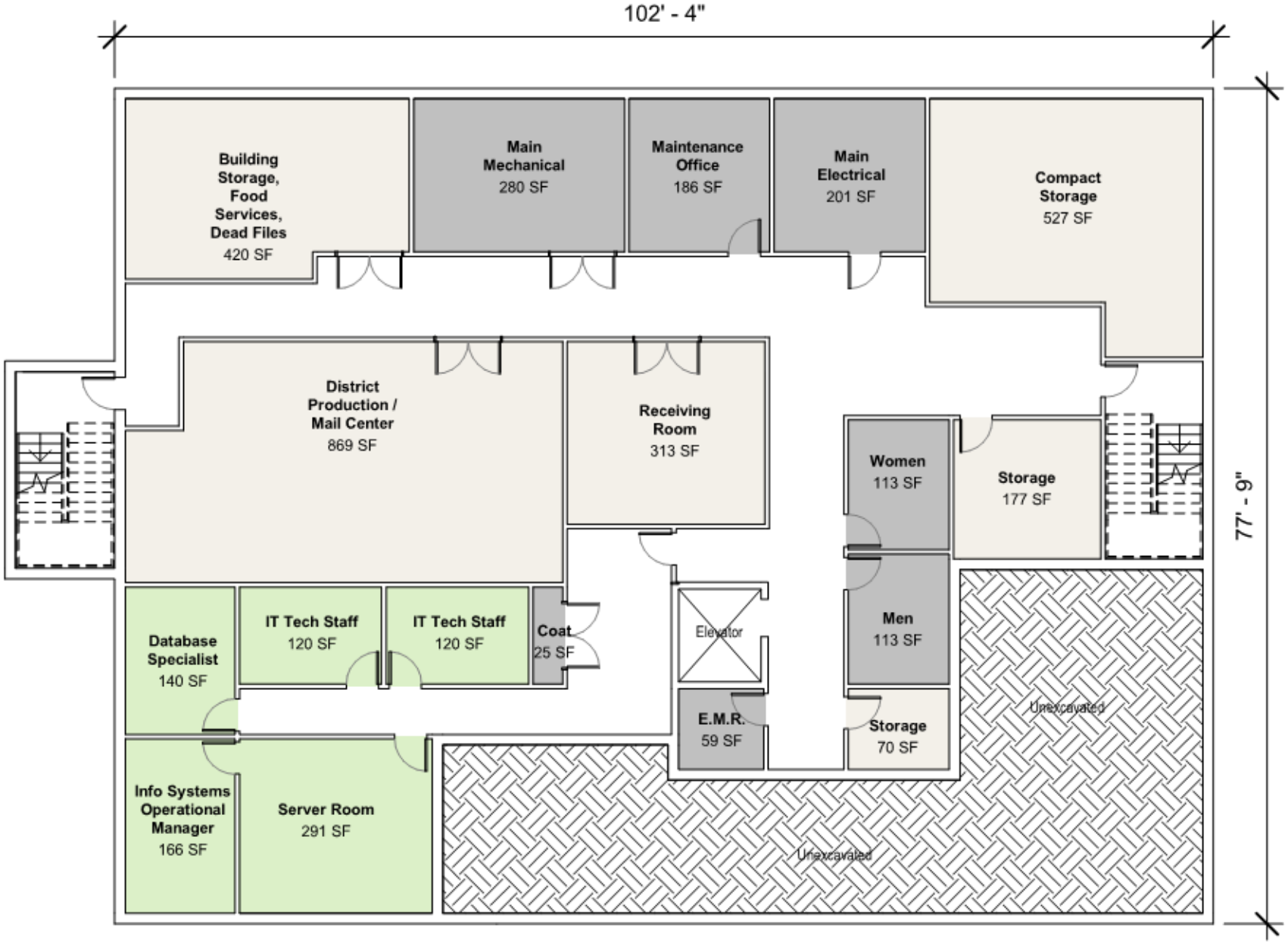
Site Plan

May 5, 2020

Option One – New Construction

Program:

- Innovation Technology
- Shared Building Services
- Building MEP



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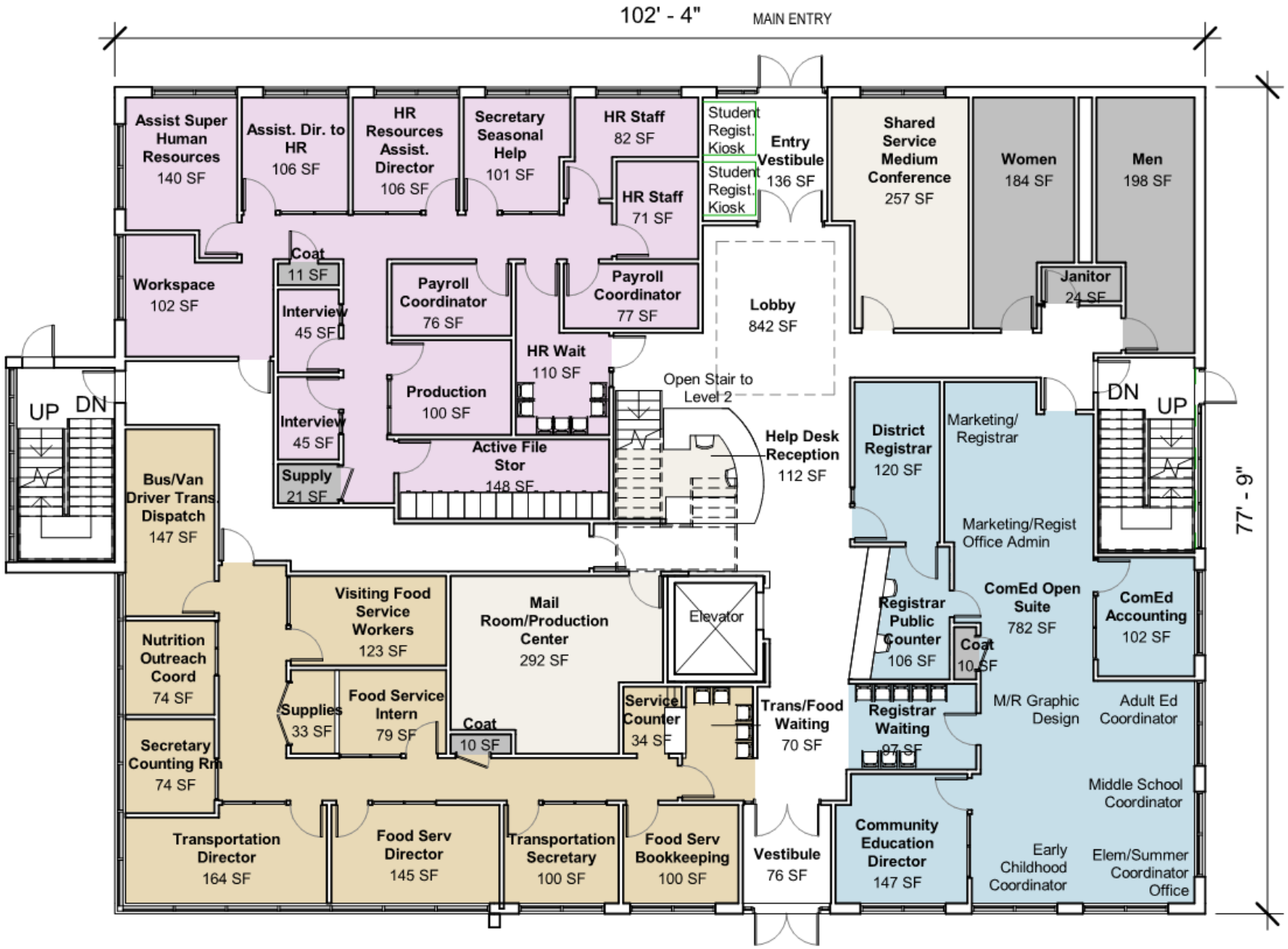
8 Basement Level

May 5, 2020

Option One – New Construction

Program:

- Human Resources
- Transportation & Food Services
- Community Education
- District Registrar



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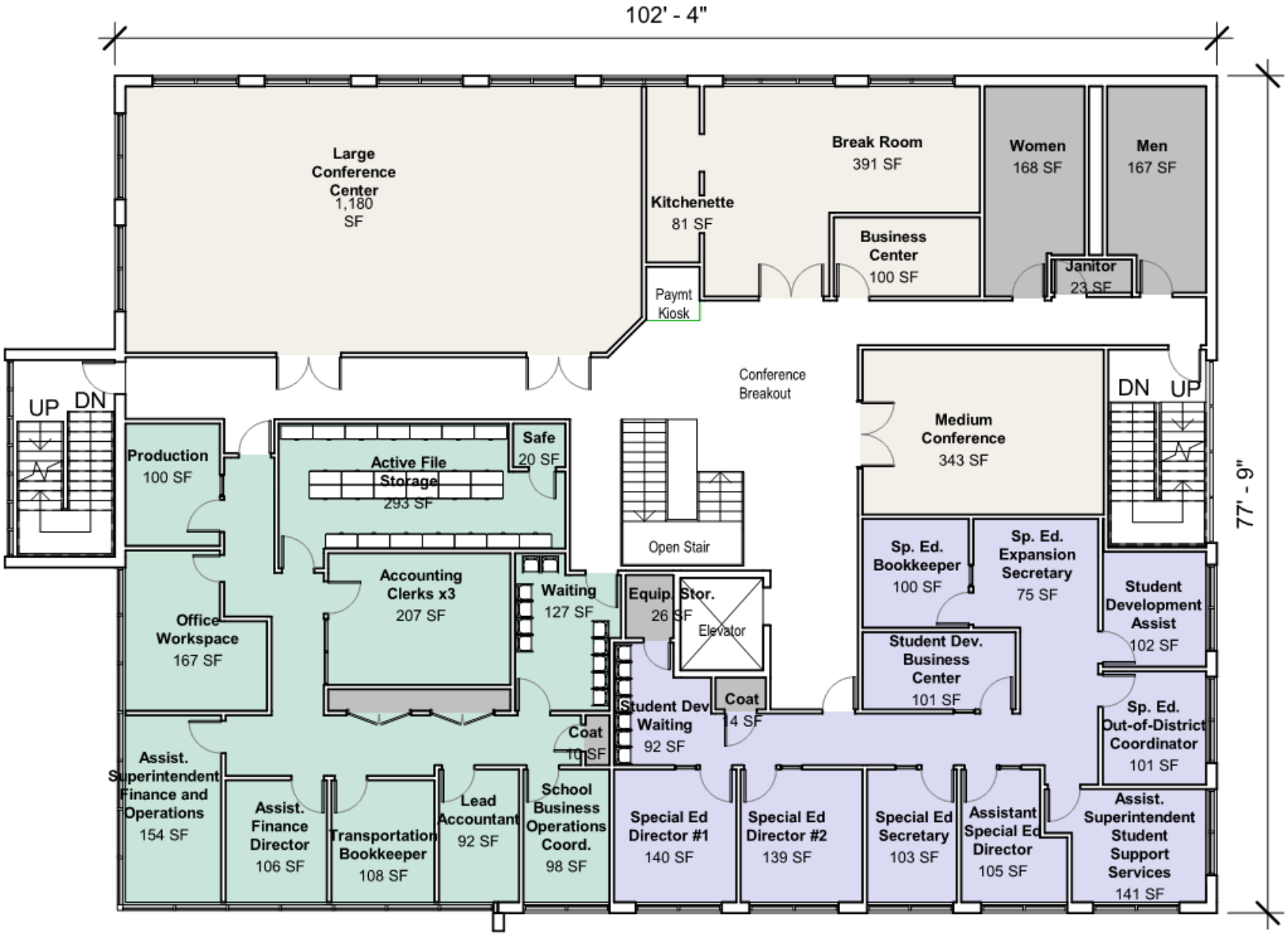
9 Grade Level

May 5, 2020

Option One – New Construction

Program:

- Large Conference Room
- Business Finance Operations
- Student Development



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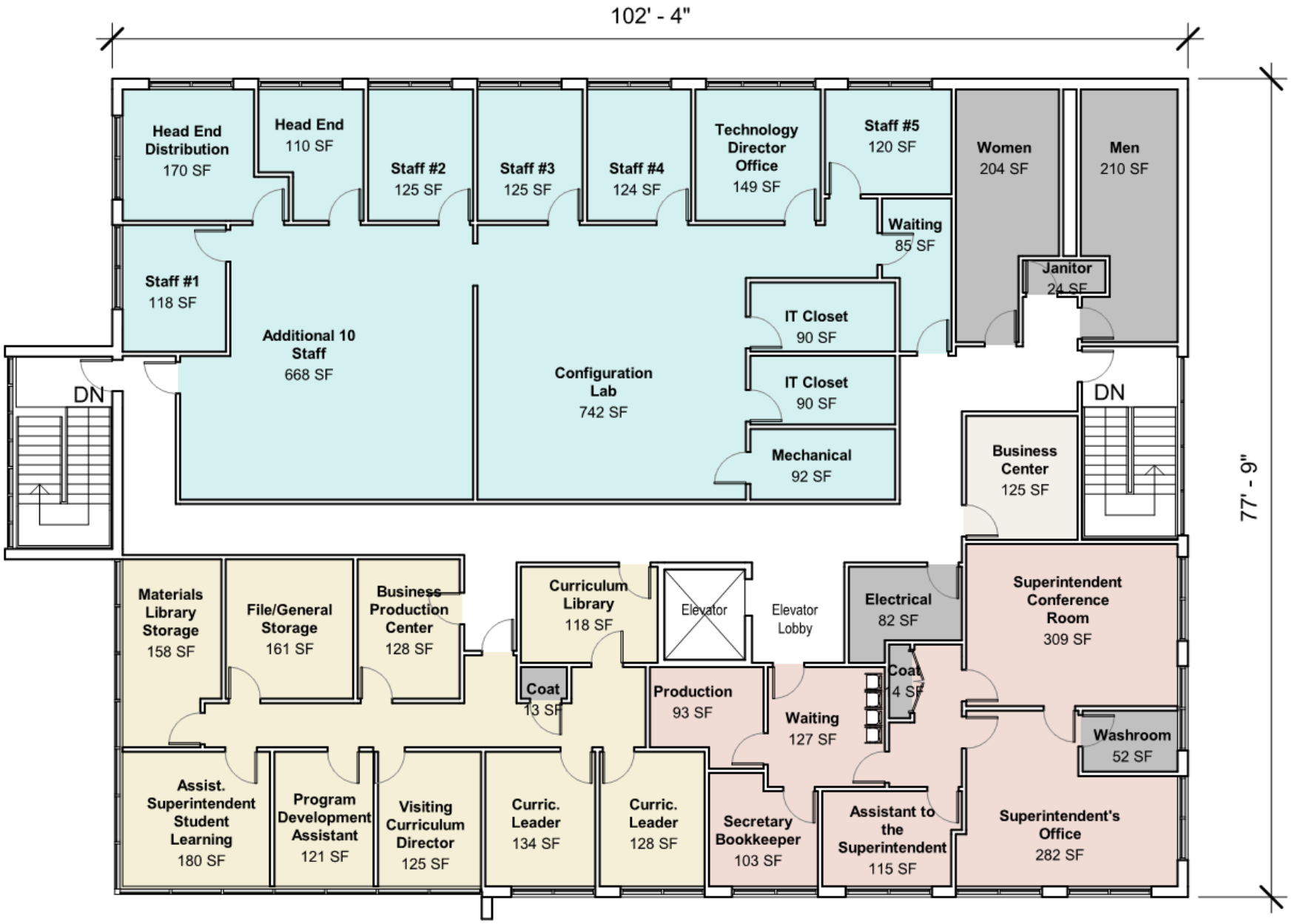
10 Second Level

May 5, 2020

Option One – New Construction

Program:

- Superintendent of Schools
- Information Technology
- Program Development



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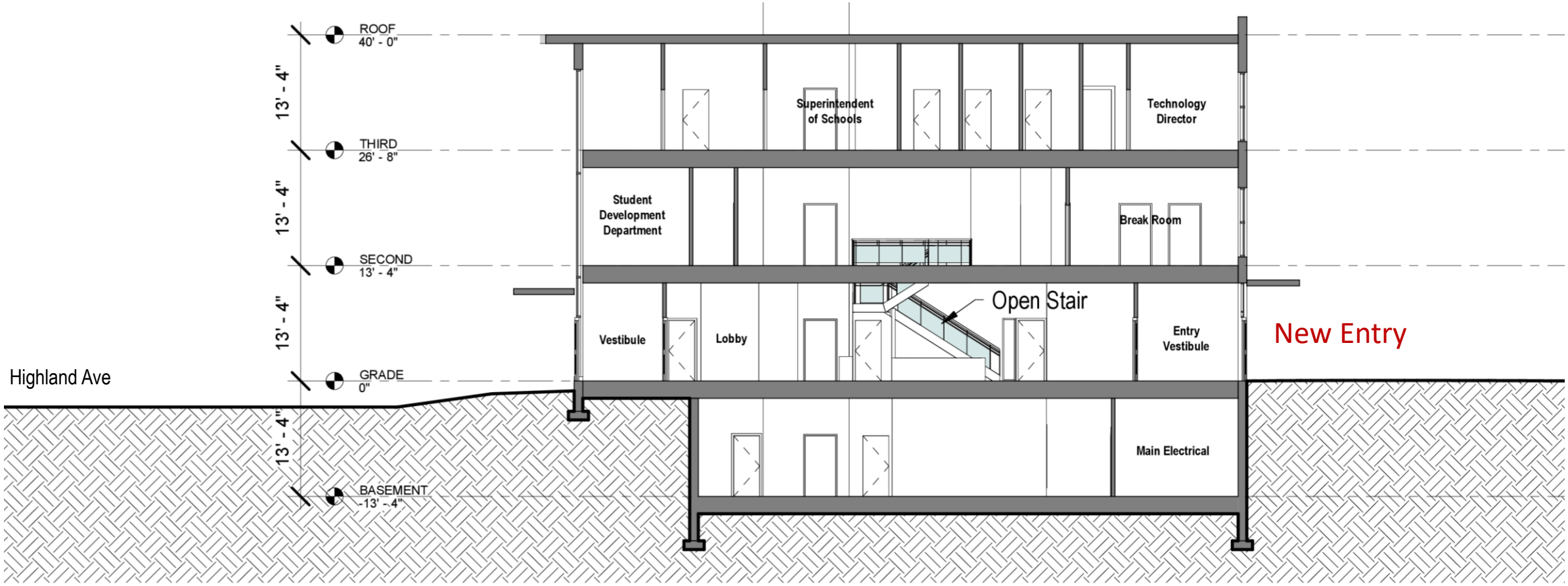
May 5, 2020

Option One – New Construction



 Section New Building

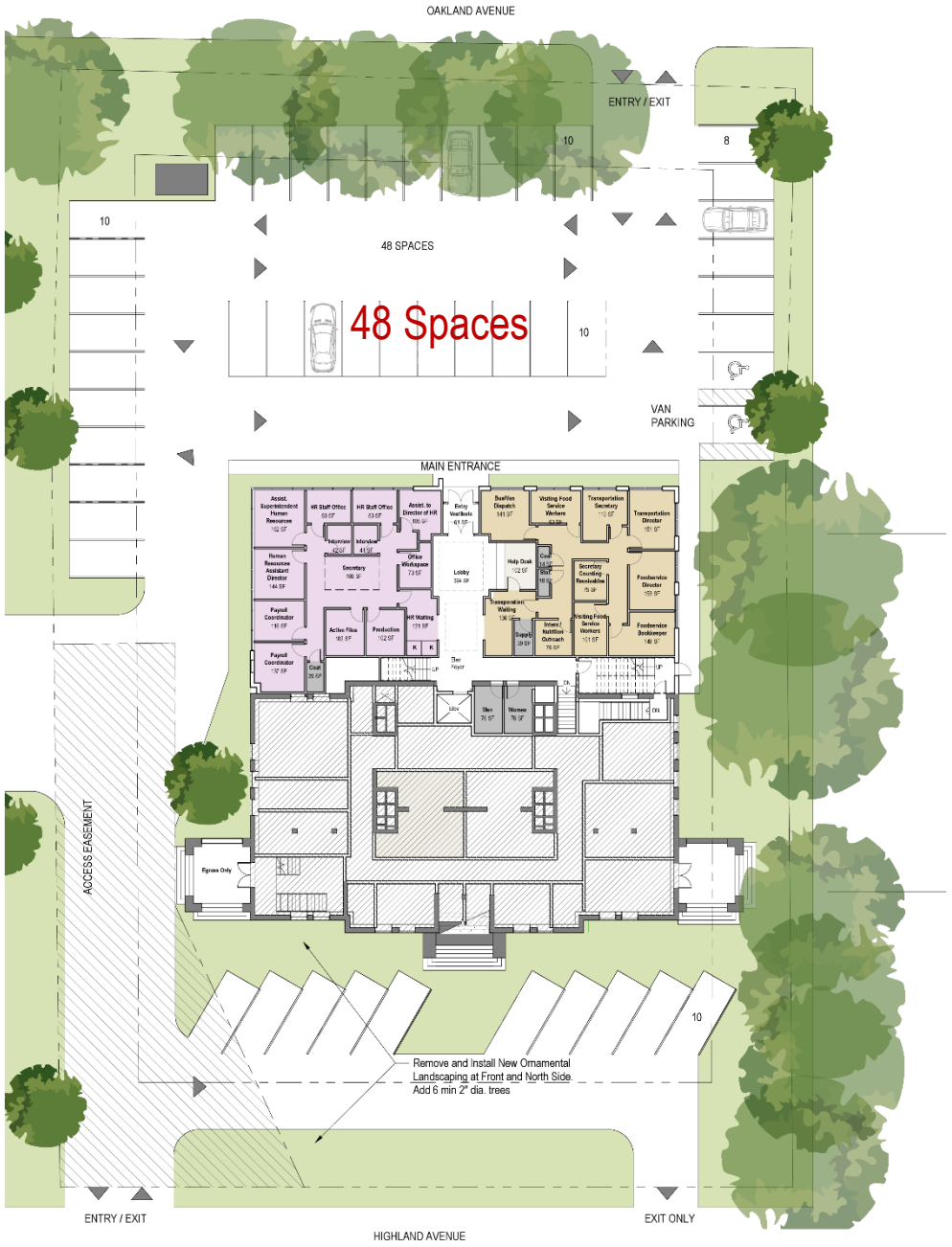
Option Two – Renovation & Addition

(formerly called Option Three)

- Renovation of Existing
- New 50' Addition for 32,907 GSF
- Program includes
  - 1200 sf Conference Center
  - Full IT Department
- 48 Parking Spaces
  (100 spaces required @ 1/300 sf per Zoning)

- Zoning Waiver is required for side yard setback (existing is 11')
- Zoning Waiver is required for height of building exceeding 40 feet by aligning floors.
- Zoning By-Law Amendment is required for FAR to exceed 0.5
- Zoning Waiver is required for number of parking spaces provided on site.
- Zoning Waiver is required for additional future parking at Stephen Palmer site.
- Zoning Waiver is required for remote parking at a distance greater than 300 feet.
- Zoning Waiver is required for existing non-conforming driveway opening on Highland Avenue.

N



 Site Plan

May 5, 2020

Option Two – Renovation & Addition

(formerly called Option Three)

Program:

- Information Technology
- Shared Building Services
- Building MEP

N

 Basement Level

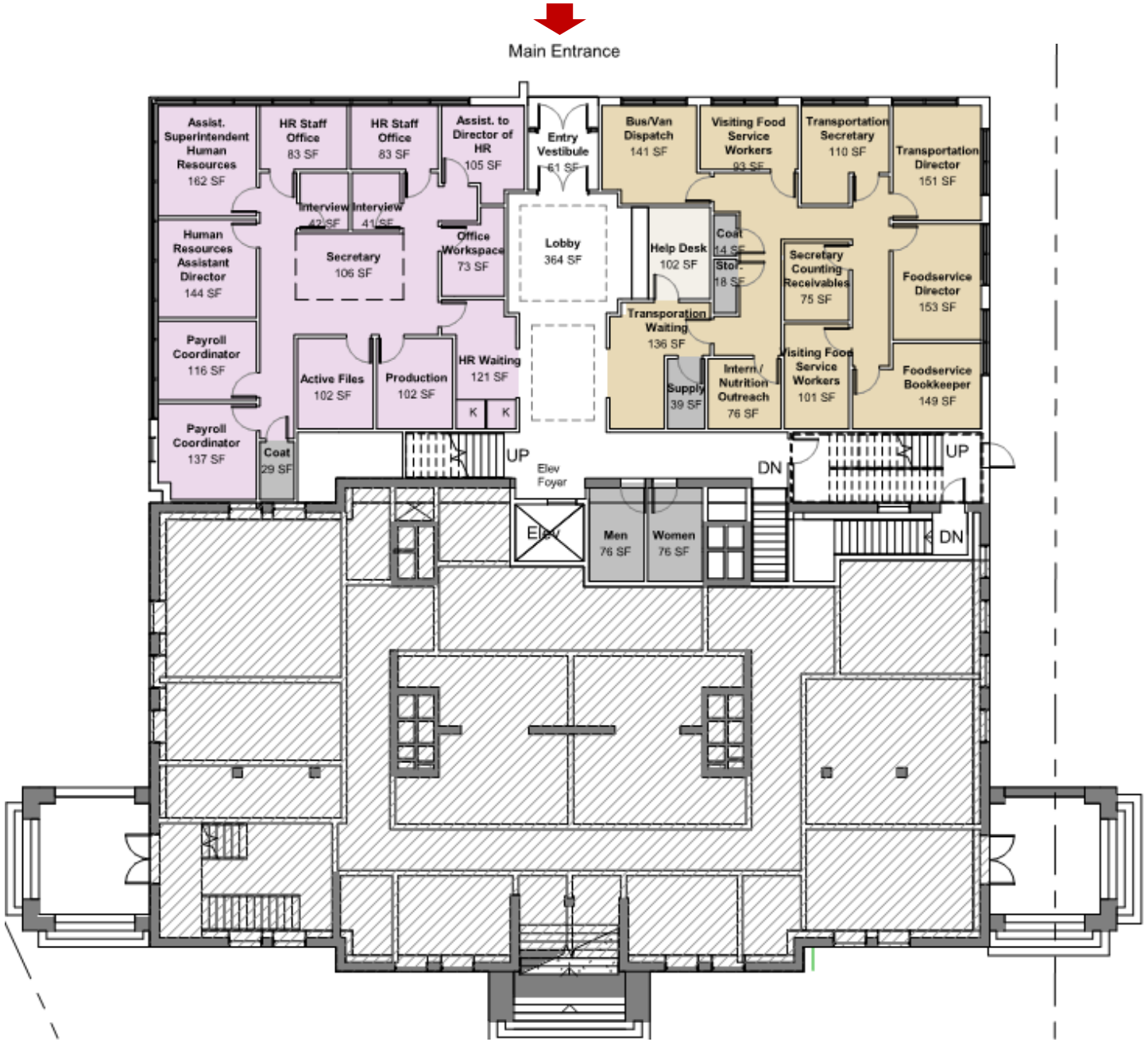
May 5, 2020

Option Two – Renovation & Addition

(formerly called Option Three)

Program:

- Human Resources
- Transportation & Food Services



15 Grade Level

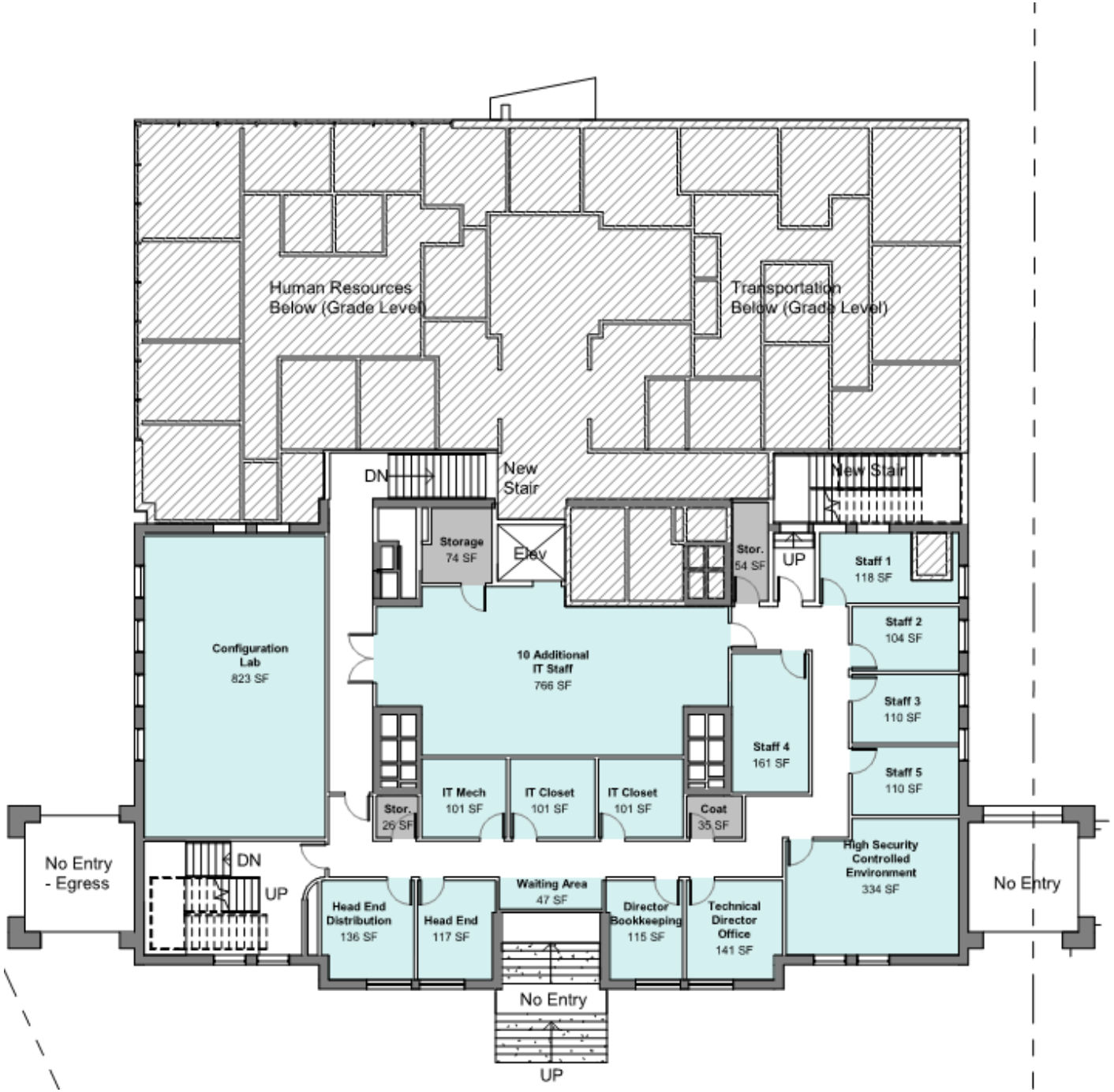
May 5, 2020

Option Two – Renovation & Addition

(formerly called Option Three)

Program:

- Full Information Technology Department



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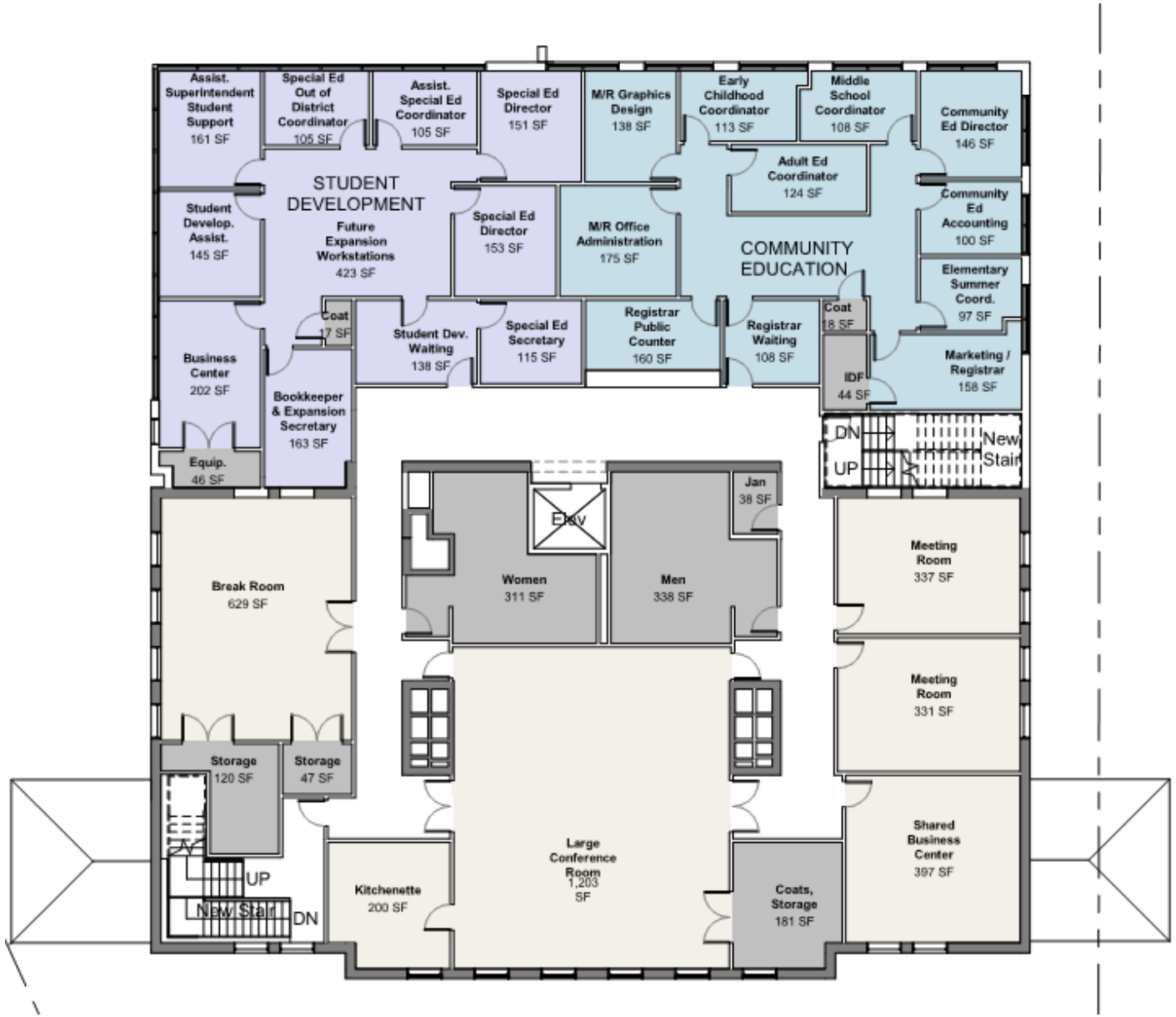
First Level

Option Two – Renovation & Addition

(formerly called Option Three)

Program:

- District Registrar
- Student Development
- Community Education
- Large Conference Center



Second Level

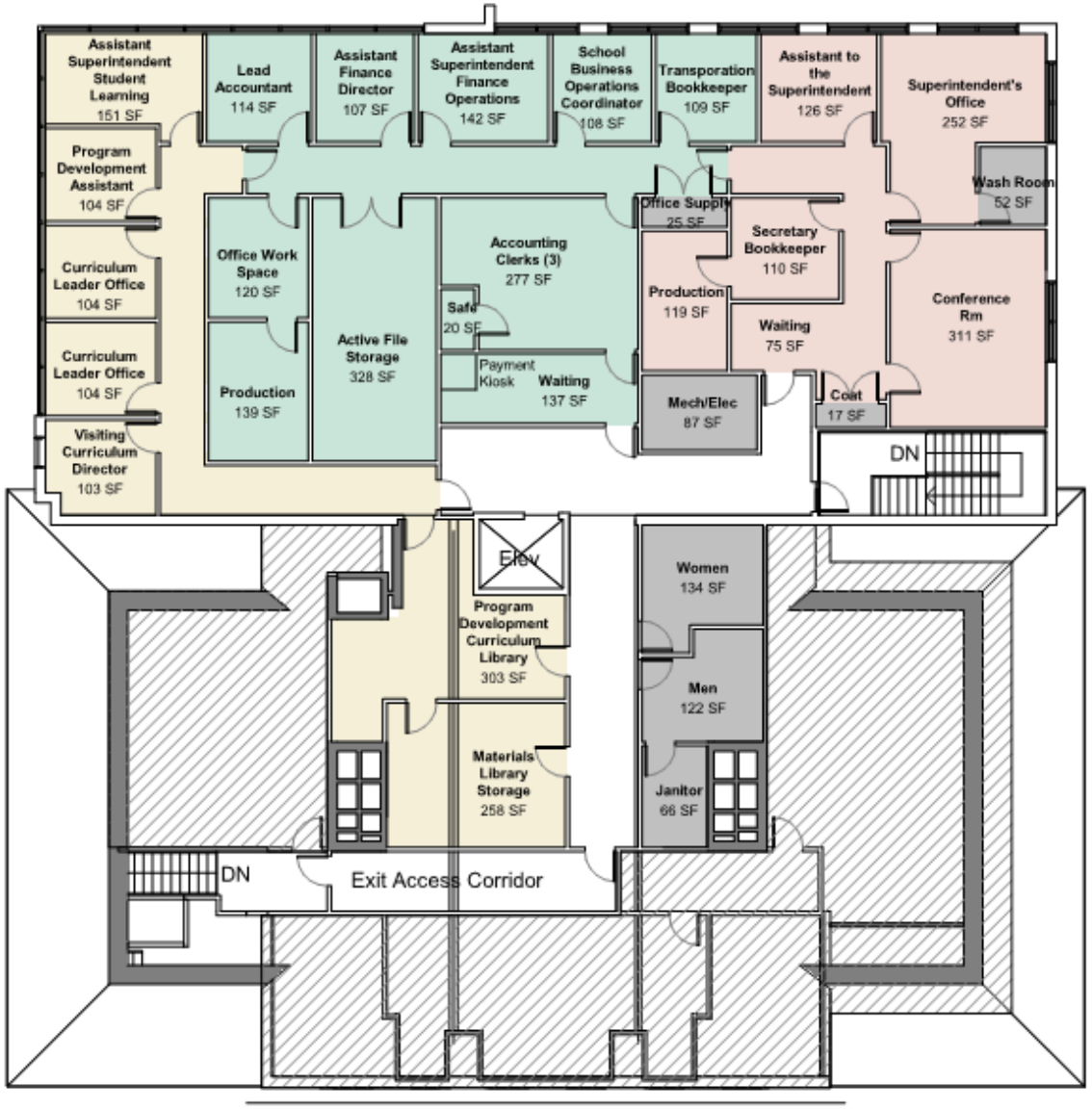
May 5, 2020

Option Two – Renovation & Addition

(formerly called Option Three)

Program:

- Superintendent of Schools
- Business Finance Operations
- Program Development



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Third Level (Attic)

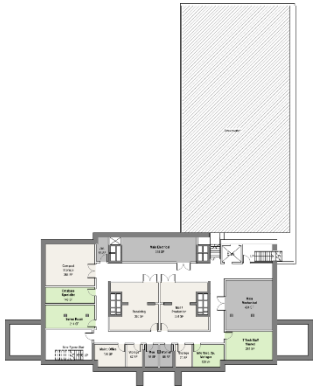
Option Two – Renovation & Addition

(formerly called Option Three)

Section Through Existing & New Addition

Option Three - Rotated

- Renovation of Existing
- New 50' Addition for 34,717 GSF
- Program includes
  - 1200 sf Conference Center
  - Full IT Department
- 42 Parking Spaces
  (100 spaces required @ 1/300 sf per Zoning)



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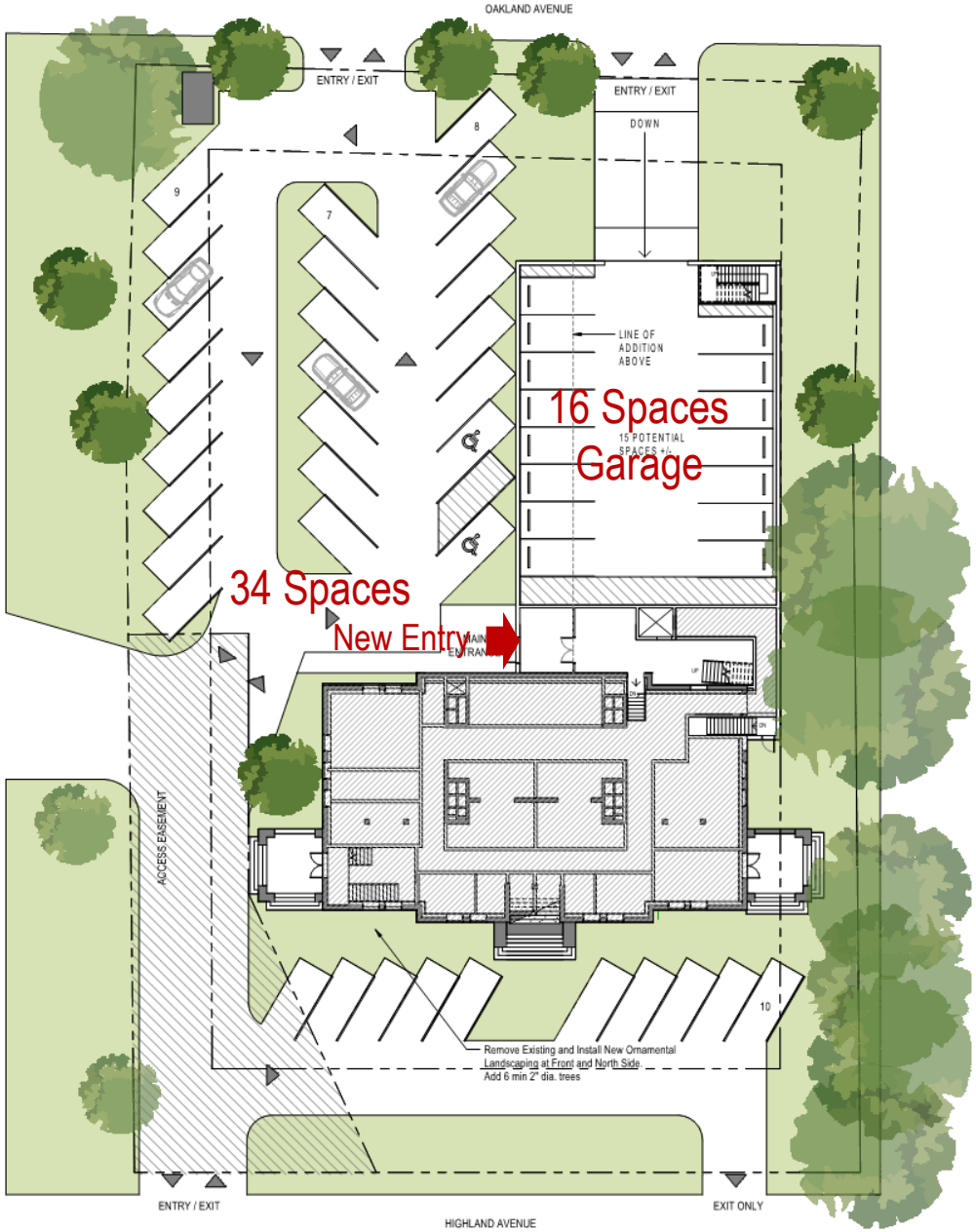
Site Plan

May 5, 2020

Option Three – Rotated with Garage Under Addition

- Renovation of Existing
- New 50' Addition Rotated
- Parking Garage for 16 Cars +/-
- Program includes
  - 1200 sf Conference Center
  - Full IT Department
- 50 Parking Spaces w/Garage (need minimum 100 spaces)



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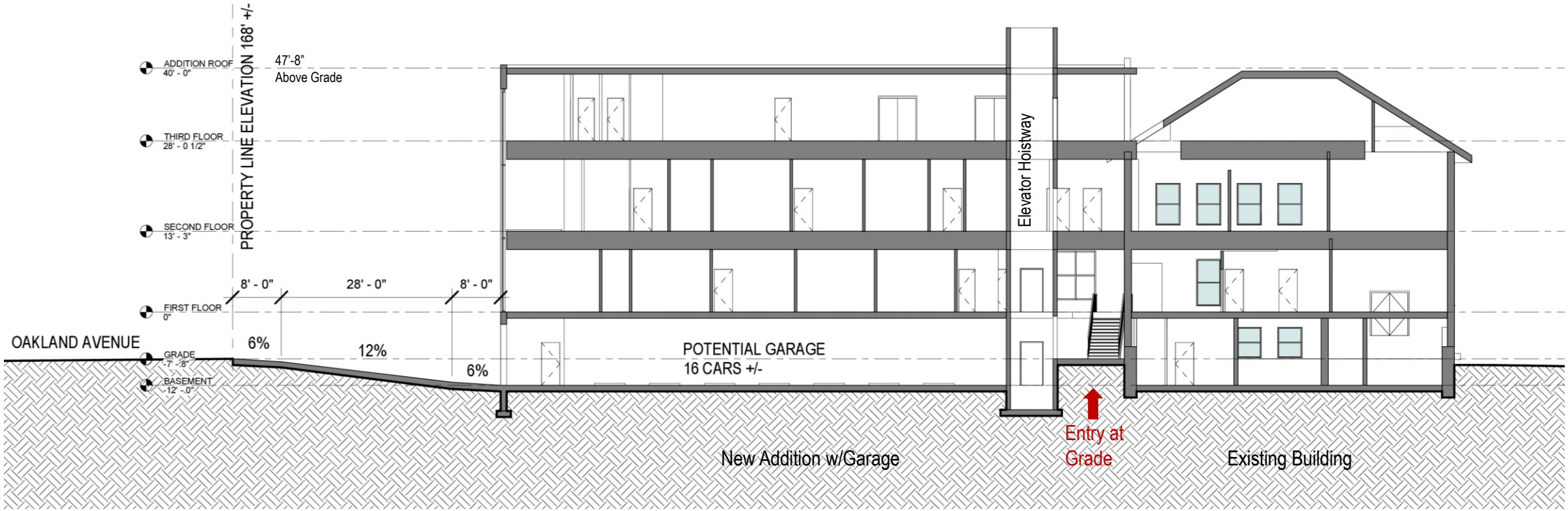
Site Plan

May 5, 2020

Option Three – Rotated with Garage Under Addition



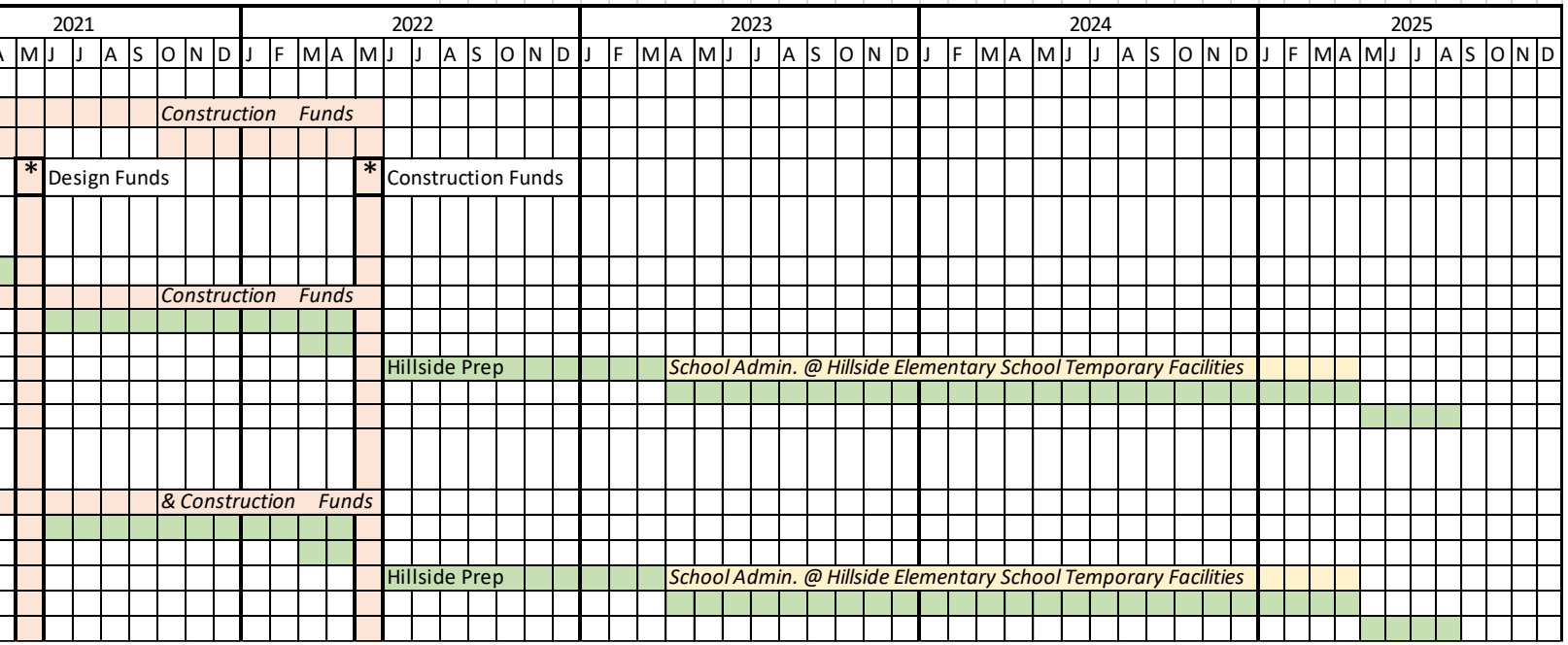
Section Through Existing & New Addition

Projected Schedule

EMERY GROVER - Feasibility Study — *Assuming Accelerated Schedules with Design Start in 2021*

DRAFT - 4/29/2020 **(R-3)**

Option	Description	(R-3)
	Feasibility Study	
	Funding Review	
	CPC Funding (if needed)	
	Town Meeting Approvals	
1	**Emery Grover- Demo & New Const.**	
	Demolition Delay	
	Funding	
	Design	
	Bid	
	Temp facilities	
	Construction	
	Move into New	Jul-24
2 & 3	**Emery Grover- Add & Renovation**	
	Funding	
	Design	
	Bid	
	Temp facilities	
	Construction	
	Move into New	Jul-24



Design Funds

Construction Funds

Updated Cost Summary by Option

		Option 1	Option 2	Option 3
		Emery Grover Demolish and Construct New Building	Emery Grover Renovation and Addition	Emery Grover Renovation and Addition Rotated
construction cost		$18,777,000	$18,559,000	$19,513,000
soft cost	20%	$3,755,400	$3,711,800	$3,902,600
FF&E		$700,000	$700,000	$700,000
Technology including hub relocation		$250,000	$250,000	$250,000
Solar Panels		$500,000	$500,000	$500,000
Contigency	15%	$3,597,320	$3,558,600	$3,729,840
TOTAL		**$27,579,720**	**$27,279,400**	**$28,595,440**
delta between options		$300,320	$0	$1,316,040

Needham School Administration
Emery Grover Building Study

May 5, 2020

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Discussion**

School Master Plan Facilities Study

Background Information:

- The Needham School Master Plan update will provide an overview of needs and challenges identified in the study and possible scenarios explored including preliminary findings and next steps.

Persons Available for Presentation:

Mr. Donald Walter, Principal, Dore & Whittier Architecture
Mr. Jason Boone, Dore & Whittier Architecture
Ms. Michelle Rogers, Dore & Whittier Architecture
Mr. Steven Popper, Town of Needham Director of Design & Construction
Mr. Hank Haff, Town of Needham Senior Project Manager

DORE + WHITTIER

NEEDHAM SCHOOL MASTER PLAN

Project Update

School Committee 5/5/2020

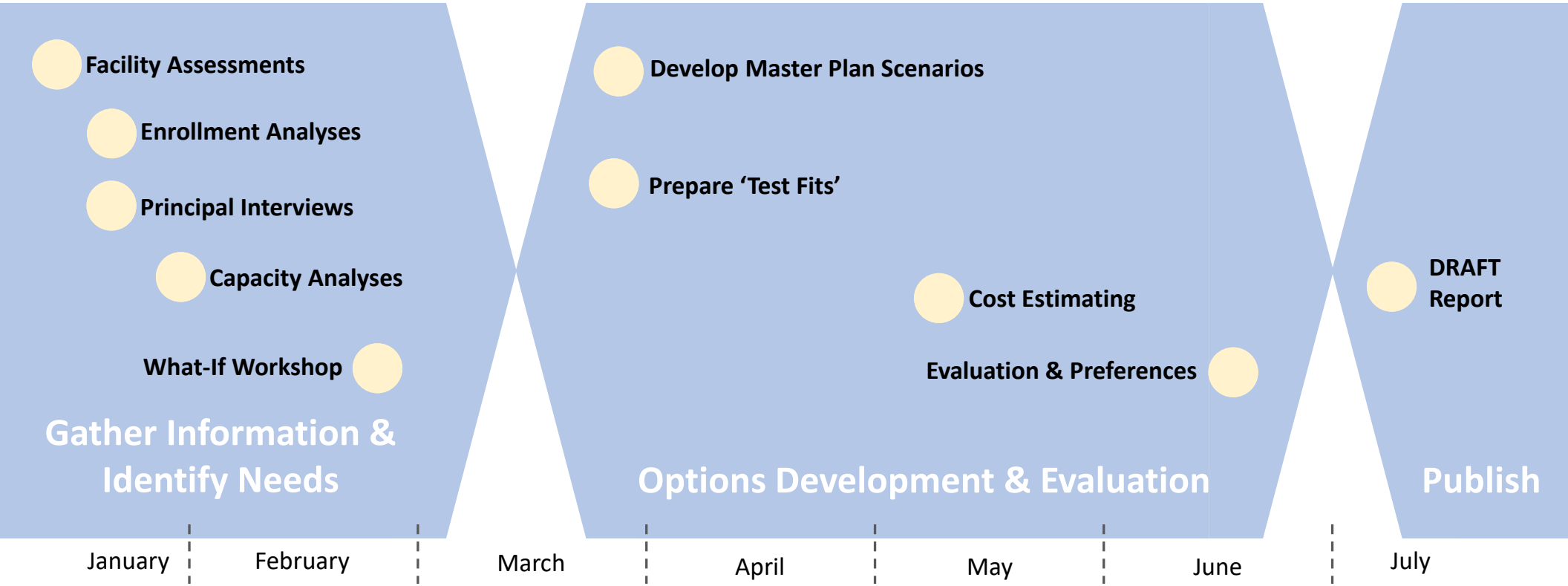
Agenda

- Overview of Master Plan Process
- Needs and Challenges Identified to Date
- Master Plan Scenarios Explored
- Presentation of ‘Test Fits’
- Preliminary Findings
- Grade Configuration Pathways
- Next Steps

Master Plan Purpose

- **Identify the challenges to be addressed**
  - Capacity at Eliot & Broadmeadow
  - Capacity, Spatial Deficiencies, and Capital Improvements at Mitchell ES
  - Capacity and Spatial Deficiencies at High Rock
  - Science Classroom Deficiencies, Modular Classroom Replacement, and Capital Improvements at Pollard
- **Identify a series and sequence of projects to address the challenges**

Master Plan Process


Facility Assessments
Enrollment Analyses
Principal Interviews
Capacity Analyses
What-If Workshop
Gather Information & Identify Needs
Develop Master Plan Scenarios
Prepare 'Test Fits'
Cost Estimating
Evaluation & Preferences
Options Development & Evaluation
DRAFT Report
Publish
January
February
March
April
May
June
July

Defining the Physical Needs

Needham’s Schools

EXISTING CONDITIONS GRAPH FOR NEEDHAM 2020 MASTER PLAN

Key

- **Excellent** — New or nearly new condition with no compromise of quality or function
- **Very Good** — Highly functional condition with little compromise of quality or function
- **Good** — Nnoticeable wear with some compromises of quality or function
- **Fair** — Below median functional condition, near future replacement or repair required
- **Poor** — Poor: non or poorly functioning, replacement or repair required

	School	Site & Civil	Site Accessibility - Parking / Play Area	Exterior Building Elements	Interior Building Elements	Accessibility	Structural Elements	Mechanical Systems	Electrical Systems	Plumbing Systems	Fire Protection System	Functional Use of Space
MIDDLE SCHOOLS	Pollard Middle School	Good	Good	Fair	Fair	Fair	Excellent	Good / Fair	Fair	Good	Fair	Fair
MIDDLE SCHOOLS	High Rock (Gr 6 School)	Excellent	Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Poor
ELEMENTARY SCHOOLS	Broadmeadow Elementary School	Good	Very Good	Very Good	Very Good	Very Good	Good	Fair	Excellent	Very Good	Very Good	Very Good
ELEMENTARY SCHOOLS	Eliot Elementary School	Good	Very Good	Very Good	Very Good	Very Good	Very Good	Fair	Very Good	Good	Very Good	Good
ELEMENTARY SCHOOLS	Mitchell Elementary School	Good	Poor / Fair	Poor / Fair	Fair	Poor	Good	Poor	Fair	Poor	Poor	Poor
ELEMENTARY SCHOOLS	Newman Elementary School	Good	Neutral	Neutral	Neutral	Neutral	Good	Very Good	Fair	Very Good	Very Good	Very Good
ELEMENTARY SCHOOLS	Sunita L Williams Elementary School	Excellent	Very Good	Very Good	Very Good	Very Good	Excellent	Very Good	Very Good	Very Good	Very Good	Very Good
	Former Hillside Elementary School	Poor	Poor	Neutral	Neutral	Poor	Neutral	Poor	Poor	Fair	Poor	Neutral

EXISTING CONDITIONS GRAPH FOR NEEDHAM 2020 MASTER PLAN

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MIDDLE SCHOOLS	High Rock (Gr 6 School)	Excellent	Good	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Poor
ELEMENTARY SCHOOLS	Broadmeadow Elementary School											
ELEMENTARY SCHOOLS	Eliot Elementary School											
ELEMENTARY SCHOOLS	Mitchell Elementary School	Good	Fair / Poor	Fair / Poor	Fair	Poor	Good	Poor	Fair	Poor	Poor	Poor
ELEMENTARY SCHOOLS	Newman Elementary School											
ELEMENTARY SCHOOLS	Sunita L Williams Elementary School											
	Former Hillside Elementary School	Poor	Poor			Poor		Poor	Poor		Poor	

EXISTING CONDITIONS GRAPH FOR NEEDHAM 2020 MASTER PLAN

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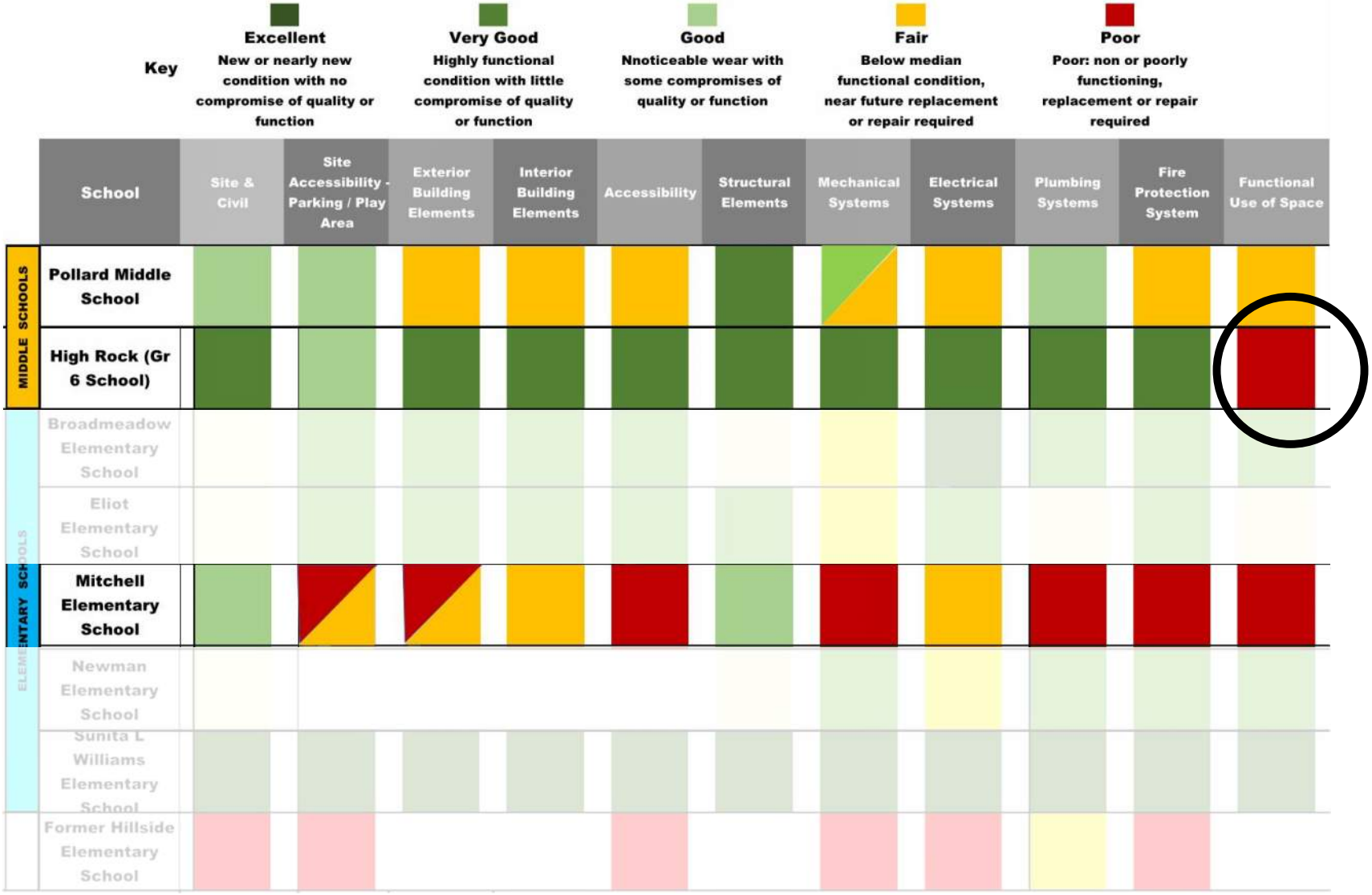

Defining the Spatial Need
Elementary Schools

		Capacity	Need
		Students	Enrollment Forecast
Broadmeadow	Current = 548	448 to 544	504 to 560
Eliot	Current = 412	336 to 408	413 to 443
Mitchell*	Current = 484	376 to 456	423 to 481
Newman	Current = 624	560 to 680	586 to 648
Williams	Current = 518	448 to 544	502 to 533

* Does not include modular classrooms for Kindergarten. Including those modular classrooms would increase capacity to 448 to 544.

		Capacity		Need
		Students		Enrollment Forecast
Broadmeadow	Current = 548	448 to **544**	**-16**	504 to **560**
Eliot	Current = 412	336 to **408**	**-35**	**413** to **443**
Mitchell*	Current = 484	376 to **456**	**-25**	423 to **481**
Newman	Current = 624	560 to 680		586 to 648
Williams	Current = 518	448 to 544		502 to 533

* Does not include modular classrooms for Kindergarten. Including those modular classrooms would increase capacity to 448 to 544.

		Capacity		Need
		Students		Enrollment Forecast
Broadmeadow	Current = 548	448 to 544	-16	504 to 560
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		Capacity	Need
		Students	Enrollment Forecast
Broadmeadow	Current = 548	448 to 544	504 to 560
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Mitchell*	Current = 484	376 to 456	423 to 481
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Williams	Current = 518	448 to 544	502 to 533
		2,168 to **2,632**	**2,428** to **2,634**

		Capacity	Need
		Students	Enrollment Forecast
Broadmeadow	Current = 548	448 to 544	504 to 560
Eliot	Current = 412	336 to 408	413 to 443
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		2,168 to **2,632**	**2,428** to **2,634**

		Capacity	Need
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Broadmeadow	Current = 548	448 to 544	504 to 560
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Newman	Current = 624	560 to 680	586 to 648
Williams	Current = 518	448 to 544	502 to 533
		2,168 to **2,632**	**2,428** to **2,634**

Redistricting may be a viable solution

		Current	Proposed*
		General Classrooms	General Classrooms
Broadmeadow	• One repurposed	**25**	**24**
Eliot	• One repurposed	**19**	**18**
Mitchell	• Four are in modular classrooms • Art & Music in modular classrooms • Additional program deficiencies	**24**	**30***
Newman	• One repurposed	**31**	**30**
Williams		**24**	**24**
		123	**126**

* Proposed general classrooms varies by master plan scenario.

		Current	Proposed*
		General Classrooms	General Classrooms
Broadmeadow	• One repurposed	25	24
Eliot	• One repurposed	19	18
Mitchell	• Four are in modular classrooms • Art & Music in modular classrooms • Additional program deficiencies	24	30*
Newman	• One repurposed	31	30
Williams		24	24
		123	126

@ 2,586 Students,
AVG Class Size: **21**

@ 2,618 Students,
AVG Class Size: **21**

@ 2,428 Students,
AVG Class Size: **19**

* Proposed general classrooms varies by master plan scenario.

Elementary Capacity Summary

- Enrollment trajectory is flattening to slightly declining over next 15 years
- There are localized capacity challenges at Broadmeadow, Eliot, and Mitchell
- There appears to be enough general classrooms across all elementary schools to make redistricting a viable strategy for capacity.
- In a master plan that maintains the existing elementary schools, any Mitchell project needs to be a five section per grade school.
- Total general classroom target for any master plan scenario should be least 126.

Defining the Spatial Need

Middle Grades

	Capacity	Need
	Students	Enrollment Forecast
High Rock (6th Only) Current = 499	391 to 412	430 to 477
• Additional spatial deficiencies for Special Education and Specials		
Pollard* (7th – 8th) Current = 892	953 to 1,007	907 to 955
• Spatial deficiencies associated with Science	(895) Based on current utilization of 67%.	

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

	Capacity	Need
	Students	Enrollment Forecast
High Rock (6th Only) Current = 499	391 to 412	430 to 477
• Additional spatial deficiencies for Special Education and Specials		
Pollard* (7th – 8th) Current = 892	953 to 1,007	907 to 955
• Spatial deficiencies associated with Science	(895) Based on current utilization of 67%.	

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

		Capacity		Need
		Students		Enrollment Forecast
High Rock	Current = 499	391 to 412	**-65**	430 to 477
• Additional spatial deficiencies for Special Education and Specials				
Pollard*	Current = 892	953 to 1,007		907 to 955
• Spatial deficiencies associated with Science		(895) Based on current utilization of 67%.	**-60**	

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

	Current	Proposed
	Teaching Stations	Teaching Stations
High Rock (6th Only)	25	34
Pollard* (7th – 8th)	61	67
	86	**101**

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

	Current	Proposed	
	Teaching Stations		Teaching Stations
High Rock (6th Only)	25	Core Academic & Special Education	34
Pollard* (7th – 8th)	61	Replace Modular Classrooms	67
	86		**101**

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

	Current	Proposed
	Teaching Stations	Teaching Stations
High Rock (6th Only)	25	34 Requires an addition
Pollard* (7th – 8th)	61	67 Requires an addition
	86	**101**

Sizing of a project that combines 6th – 8th

* Does not include modular classrooms. Including those modular classrooms would increase capacity to 1,109 to 1,172.

Middle Grades Capacity Summary

- Enrollment trajectory is modulating to slightly declining over next 15 years
- There are capacity challenges at High Rock.
- There may be capacity challenges at Pollard depending on the daily school schedule.
- In a master plan that maintains the existing schools, High Rock will need an addition and Pollard may need an addition.
- Total teaching station target for any master plan scenario that combines 6th – 8th should be at least 101.

Master Plan Scenarios Being Explored

Master Plan Scenarios Being Explored:

* Not a free-standing elementary school. Two schools under one roof model with 6th-8th MS.

Major Project Required

	Status Quo **Pk, K-5th, 6th,7th-8th**	**Discontinue High Rock** 5ES & MS **Pk, K-5th, 6th-8th**	**High Rock As ES** 6ES & MS **Pk, K-5th, 6th-8th**	**Two 6-8 Middle Schools** 5ES & 2MS **Pk, K-5th, 6th-8th**	**One 5-8 Middle School** 5ES & MS **Pk, K-4th, 5th-8th**	**Two 5-8 Middle Schools** 5ES & 2 MS **Pk, K-4th, 5th-8th**	**Super School** 5ES* & MS **Pk, K-5th, 6th-8th**
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th New ES (5 sections)**	**K-5th New ES (5 sections)**	**K-5th New ES (3 sections)**	**K-5th New ES (7 sections)**	**K-4th New ES (4 sections)**	**K-4th New ES (3 sections)**	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th MS Reno**	PK, K-4th Remains	**5th-8th Reno/Add**	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only Addition**	**Repurposed TBD**	**Repurposed for ES**	**Repurposed for ES**	**Repurposed TBD**	**Repurposed K-4th**	**Repurposed TBD**
Pollard	**7th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno or New**	**5th-8th Reno/Add or New**	**5th-8th Reno or New**	**K-5th & 6th-8th Reno/Add or New**

Master Plan Scenarios Being Explored:

★ Test Fit Complete

Major Project Required

	Status Quo Pk, K-5th, 6th,7th-8th	**Discontinue High Rock** 5ES & MS Pk, K-5th, 6th-8th	**High Rock As ES** 6ES & MS Pk, K-5th, 6th-8th	**Two 6-8 Middle Schools** 5ES & 2MS Pk, K-5th, 6th-8th	**One 5-8 Middle School** 5ES & MS Pk, K-4th, 5th-8th	**Two 5-8 Middle Schools** 5ES & 2 MS Pk, K-4th, 5th-8th	**Super School** 5ES* & MS Pk, K-5th, 6th-8th
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th New ES (5 sections)** ★	**K-5th New ES (5 sections)** ★	**K-5th New ES (3 sections)** ★	**K-5th New ES (7 sections)**	**K-4th New ES (4 sections)** ★	**K-4th New ES (3 sections + PK)** ★	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th MS Reno**	PK, K-4th Remains	**5th-8th Reno/Add** ★	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only Addition** ★	**Repurposed TBD**	**Repurposed for ES** ★	**Repurposed for ES** ★	**Repurposed TBD**	**Repurposed K-4th**	**Repurposed TBD**
Pollard	**7th-8th Reno/Add or New** ★	**6th-8th Reno/Add or New** ★	**6th-8th Reno/Add or New** ★	**6th-8th Reno or New**	**5th-8th Reno/Add or New** ★	**5th-8th Reno or New** ★	**K-5th & 6th-8th Reno/Add or New** ★

New Mitchell Elementary School

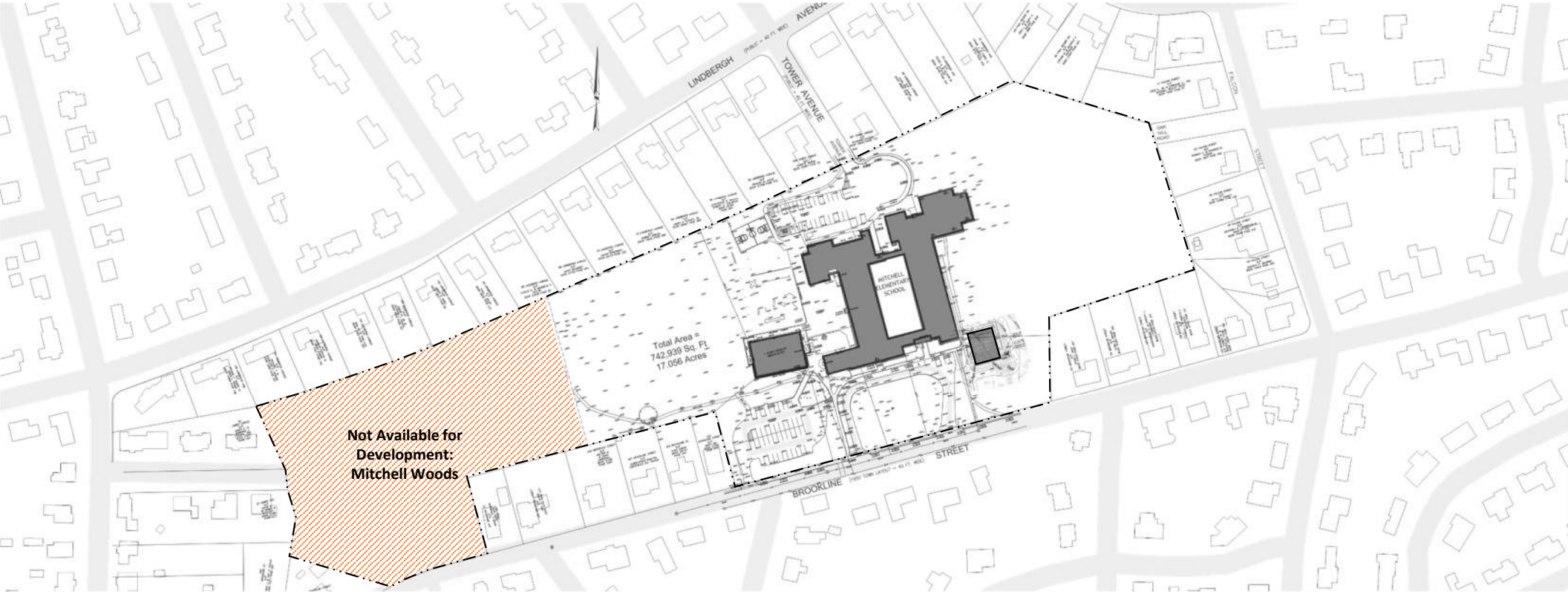
5 Sections/Grade

- 120,000 GSF
- 2 Stories
- Occupied, Phased Construction

Mitchell ES, Existing Site Plan

- 484 Students
- Grades K-5th

Existing Buildings



Mitchell ES, Existing Site Plan

- 484 Students
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Existing Buildings

Mitchell ES, Existing Site Plan

- 484 Students
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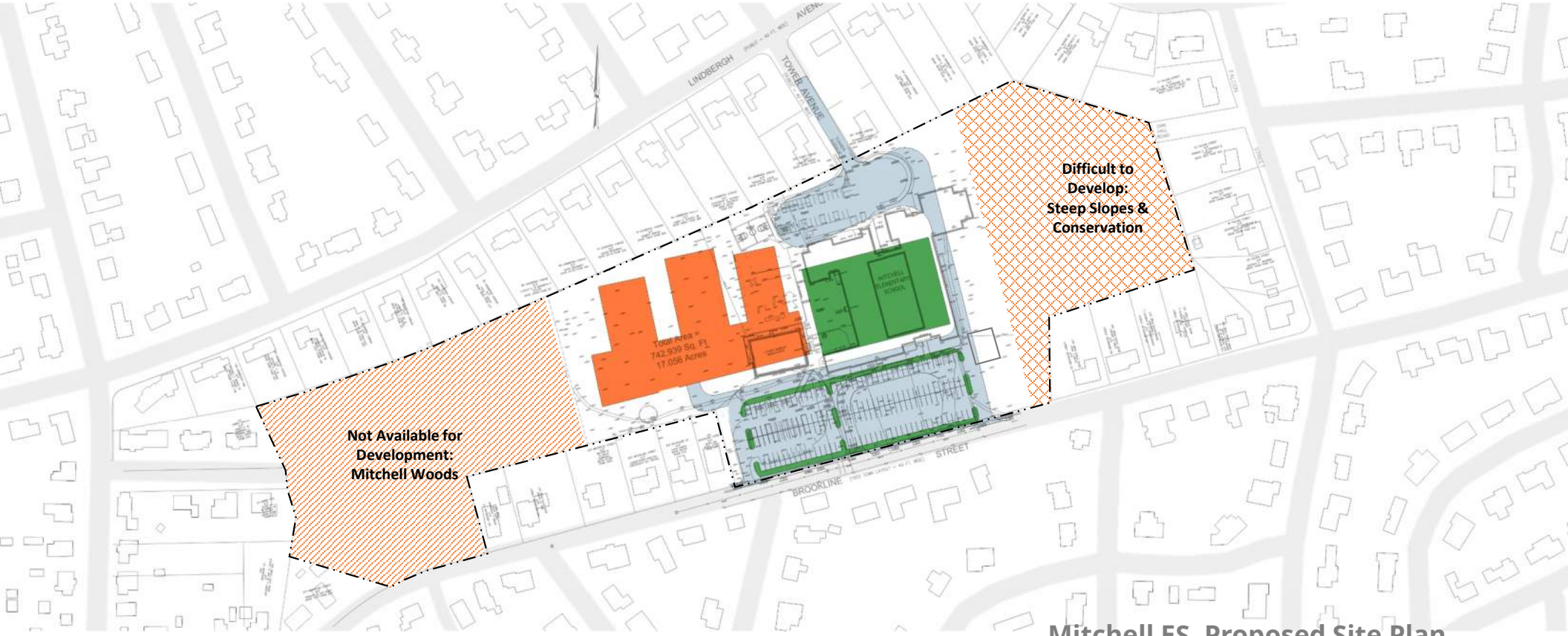
Existing Buildings



Mitchell ES, Proposed Site Plan

- 5 Sections Per Grade, Two Stories
- Grades K-5th

Existing Buildings Demolished

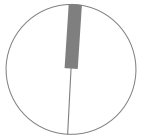
New 120,000 GSF Building

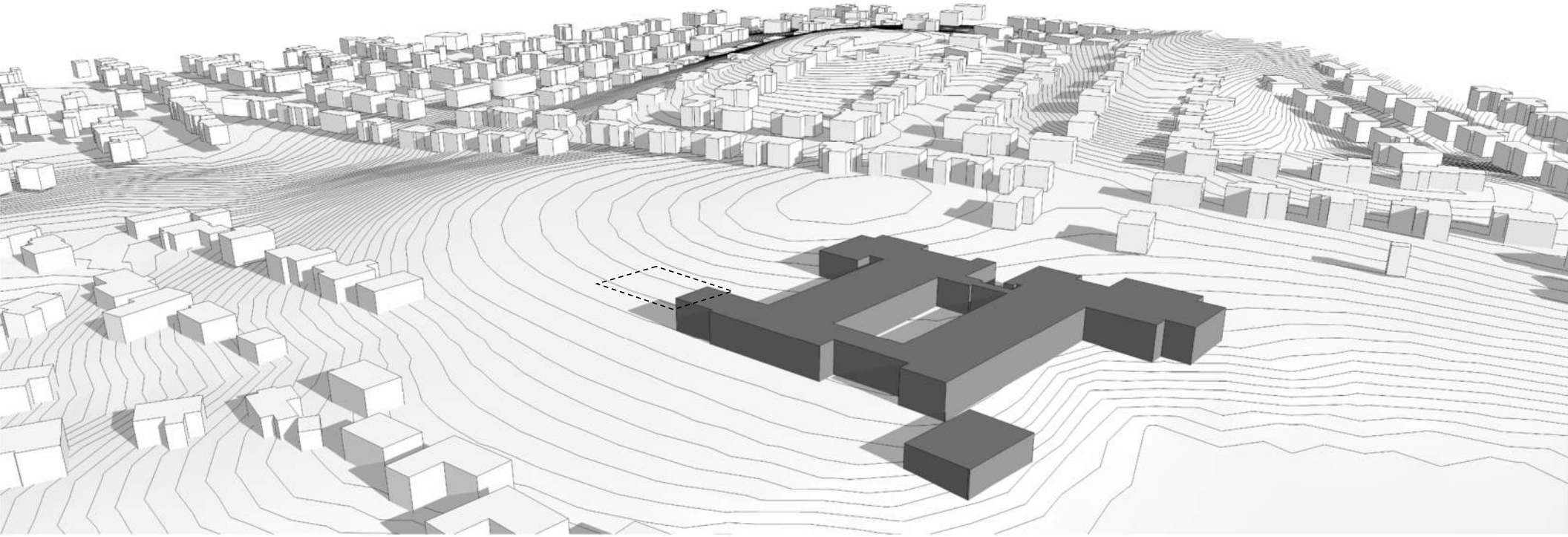
New Playfield

Mitchell ES, Existing Site Plan

- 484 Students
- Grades K-5th

Existing Buildings



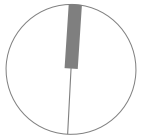


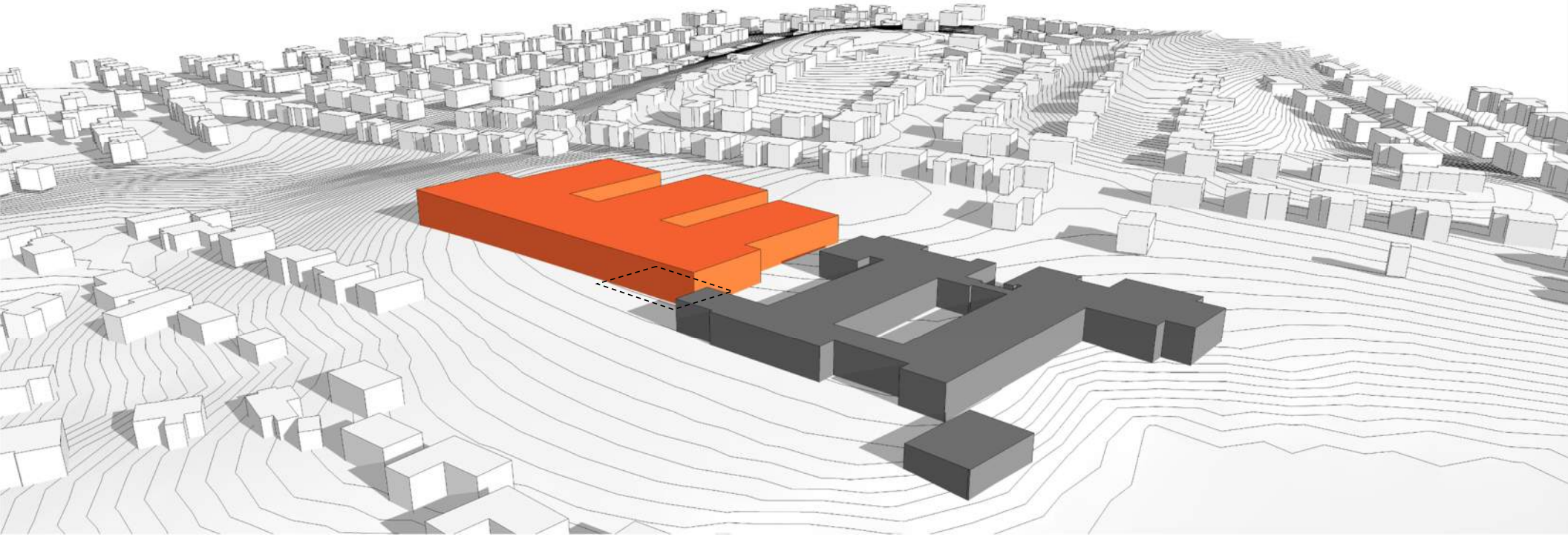
- Phase I – Remove Modular Classrooms

Mitchell ES, Proposed Site Plan

- 5 Sections Per Grade, Two Stories
- Grades K-5th

Existing Buildings

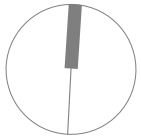




- Phase I – Remove Modular Classrooms
- Phase II – Construct New Building, Two Stories

Mitchell ES, Proposed Site Plan

- 5 Sections Per Grade, Two Stories
- Grades K-5th



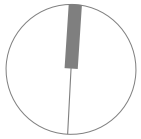
Existing Buildings

New 120,000 GSF Building

- Phase I – Remove Modular Classrooms
- Phase II – Construct New Building, Two Stories
- Phase III – Parking & Playfield

Mitchell ES, Proposed Site Plan

- 5 Sections Per Grade, Two Stories
- Grades K-5th



Existing Buildings Demolished

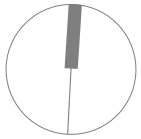
New 120,000 GSF Building

New Playfield

- Construction occurs near existing building
- Construction logistical challenges
- Limited play fields

Mitchell ES, Proposed Site Plan

- 5 Sections Per Grade, Two Stories
- Grades K-5th



Existing Buildings Demolished

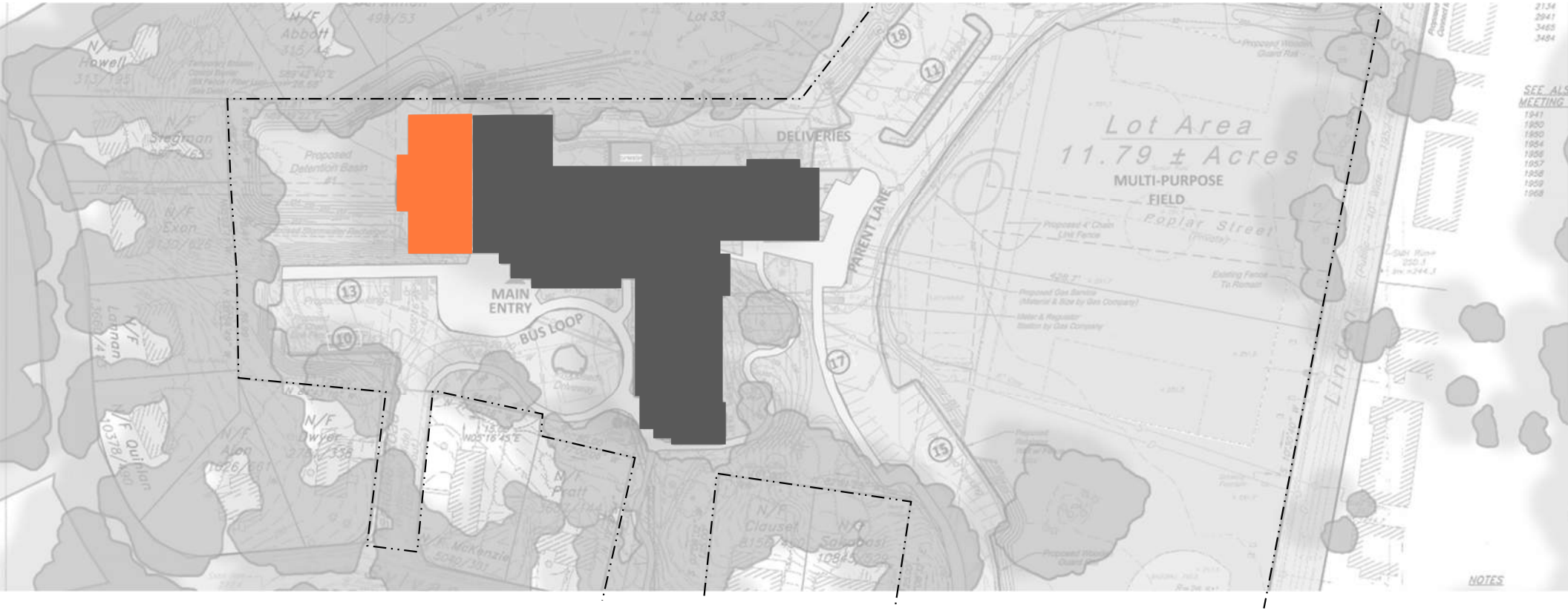
New 120,000 GSF Building

New Playfield

Addition @ High Rock

6th Grade Only

- 15,000 GSF
- 2 Stories
- Occupied, Phased Construction



High Rock School, Proposed Site Plan

- 10 Classroom Addition, Two Stories
- Grades 6th

Existing Buildings

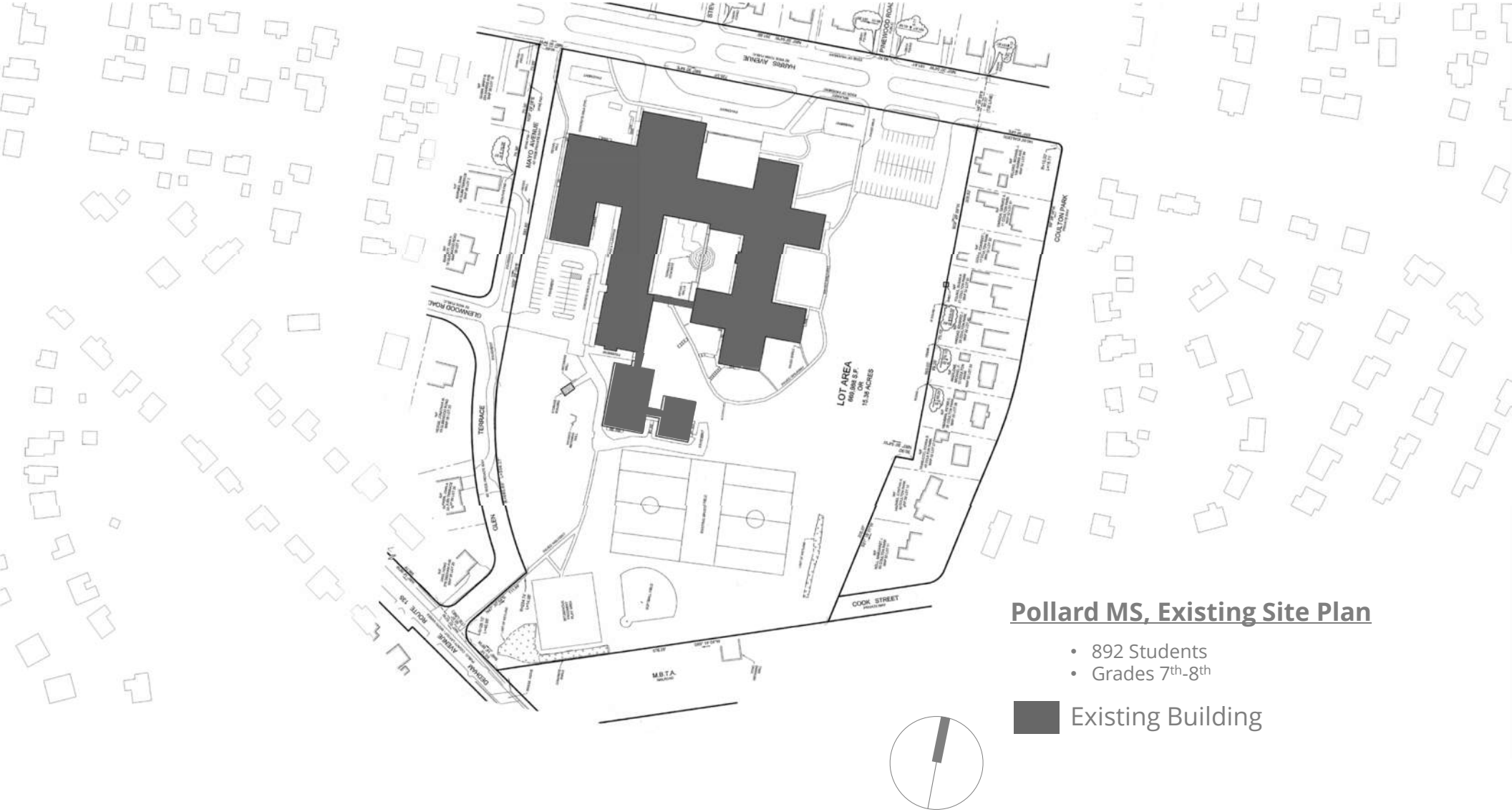
New 15,000 GSF Addition

- Addition Placed over existing Detention Basin
- Results in some windowless classrooms
- Construction adjacent to occupied space is a challenge
- Construction logistics are a challenge

Addition/Reno to Pollard MS

6th-8th Grade (1,432 Students)

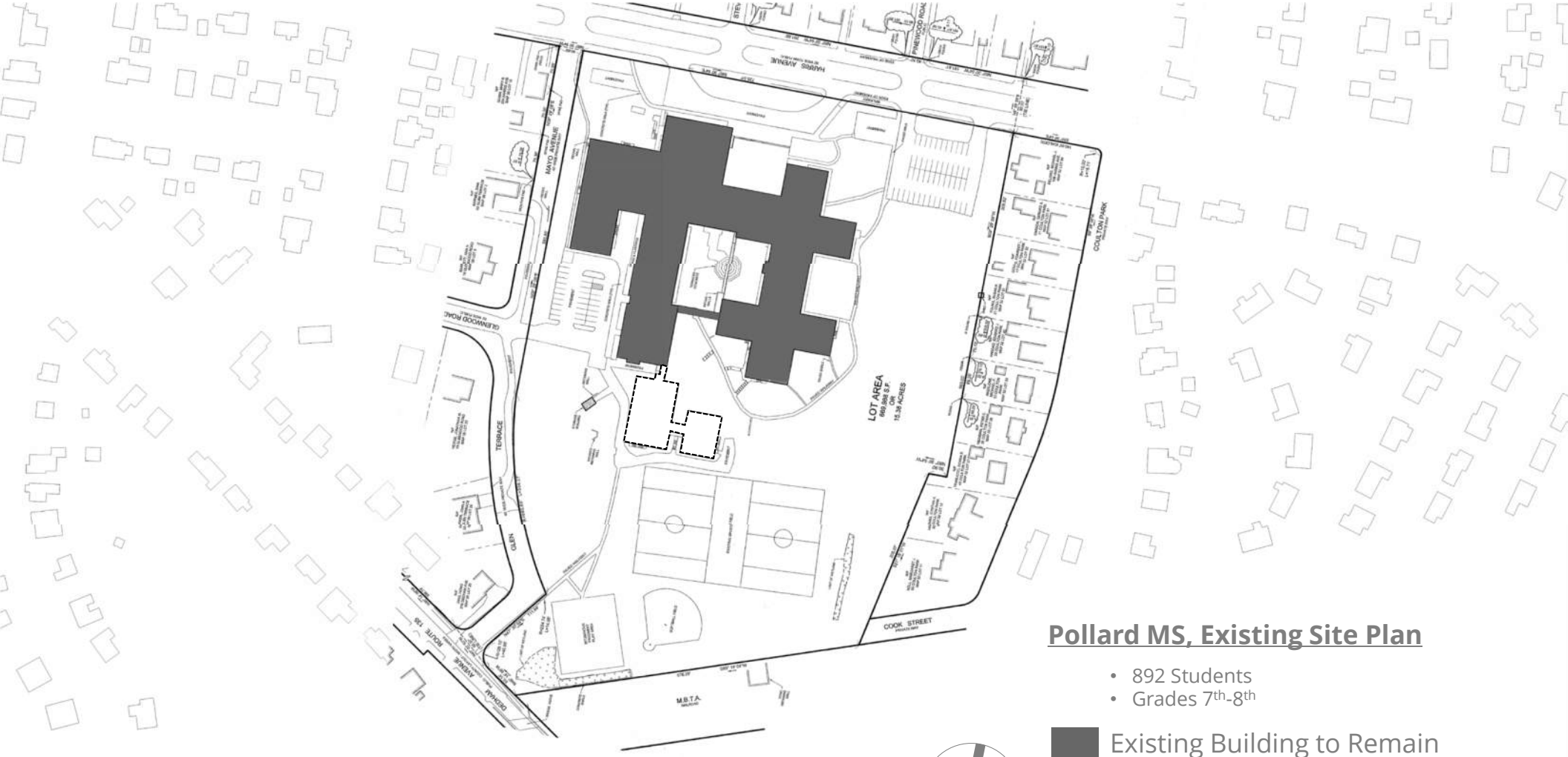
- 35 Teaching Stations
- 60,000 GSF Addition
- 2+ Stories
- Occupied, Phased Construction



Pollard MS, Existing Site Plan

- 892 Students
- Grades 7th-8th

Existing Building

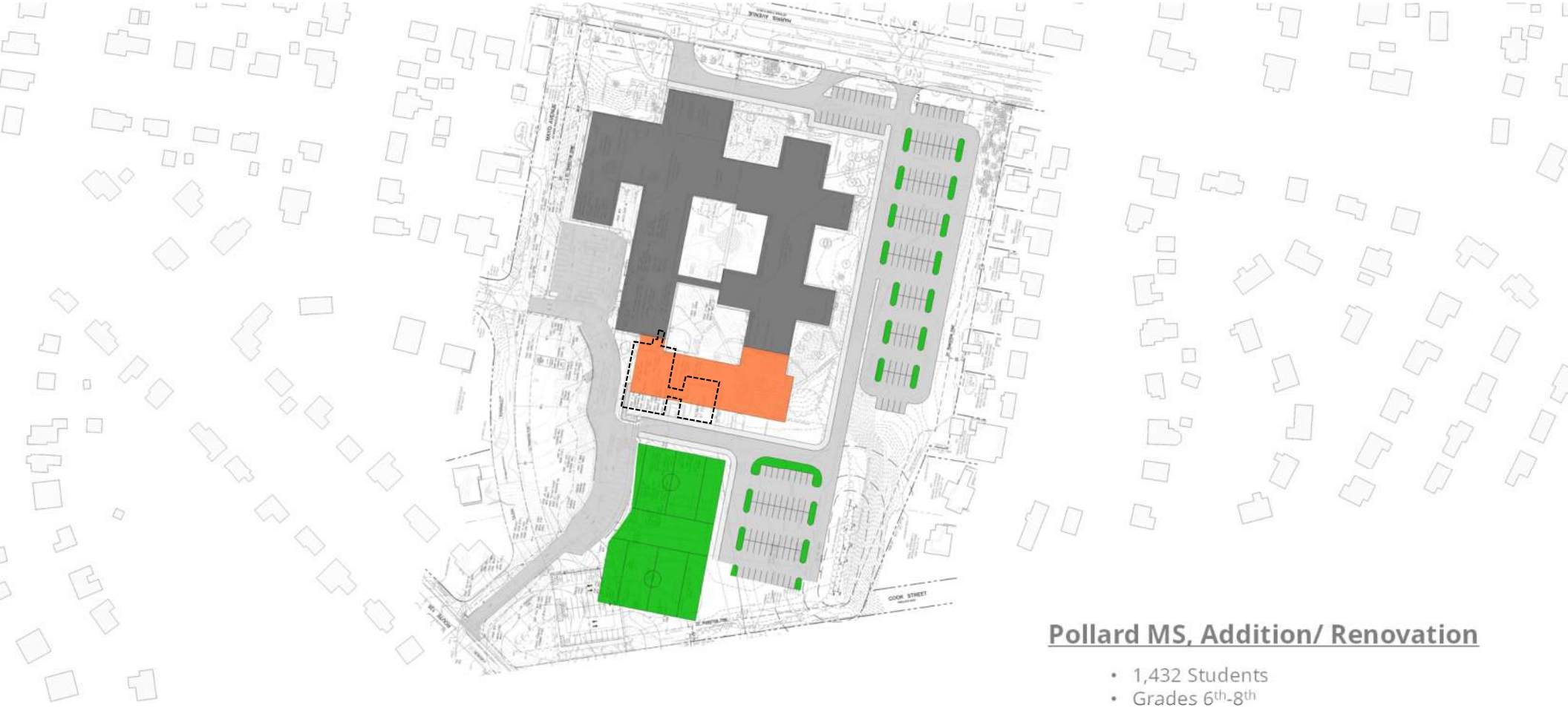


Pollard MS, Existing Site Plan

- 892 Students
- Grades 7th-8th

Existing Building to Remain

- Phase I – Remove Existing Modular Classrooms



Pollard MS, Addition/ Renovation

- 1,432 Students
- Grades 6th-8th

Existing Building to Remain

New 80,000 GSF Addition

Replicated Playfield

- Phase I – Remove Modular Classrooms
- Phase II – Construct New Addition, Two Stories+
- Phase III – Sequential Phased Renovation of Existing Building

- **Total FTE (6th-8th) = 218**
- **Parking Target = 328**
- **Parking as Drawn = 262**

Pollard MS, Addition/ Renovation

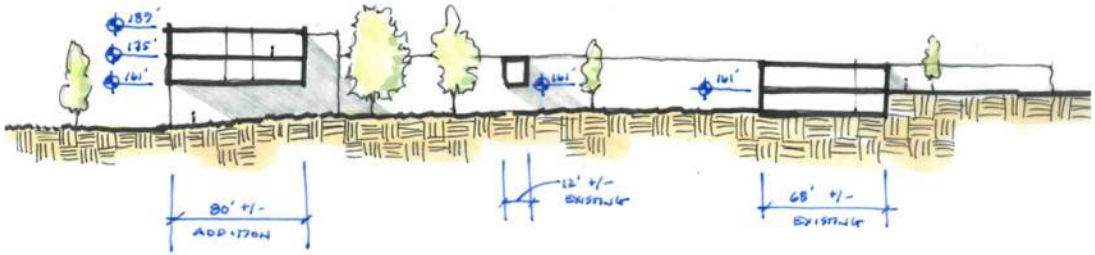
- 1,432 Students
- Grades 6th-8th

Existing Building to Remain

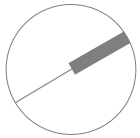
New 80,000 GSF Addition

Replicated Playfield

- Phase I – Remove Modular Classrooms
- Phase II – Construct New Addition, Two Stories+
- Phase III – Sequential Phased Renovation of Existing Building



Site Section



Pollard MS, Addition/ Renovation

- 1,432 Students
- Grades 6th-8th

Existing Building to Remain

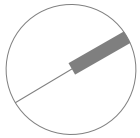
New 60,000 GSF Addition

Replicated Playfield

- Requires removal of modular classrooms during construction. Swing space?
- Construction adjacent to occupied space is a challenge.
- Construction logistics more manageable.
- Results in loss of softball field and tennis courts.
- Concerns about increased traffic in neighborhood.

Pollard MS, Addition/ Renovation

- 1,432 Students
- Grades 6th-8th



Existing Building to Remain

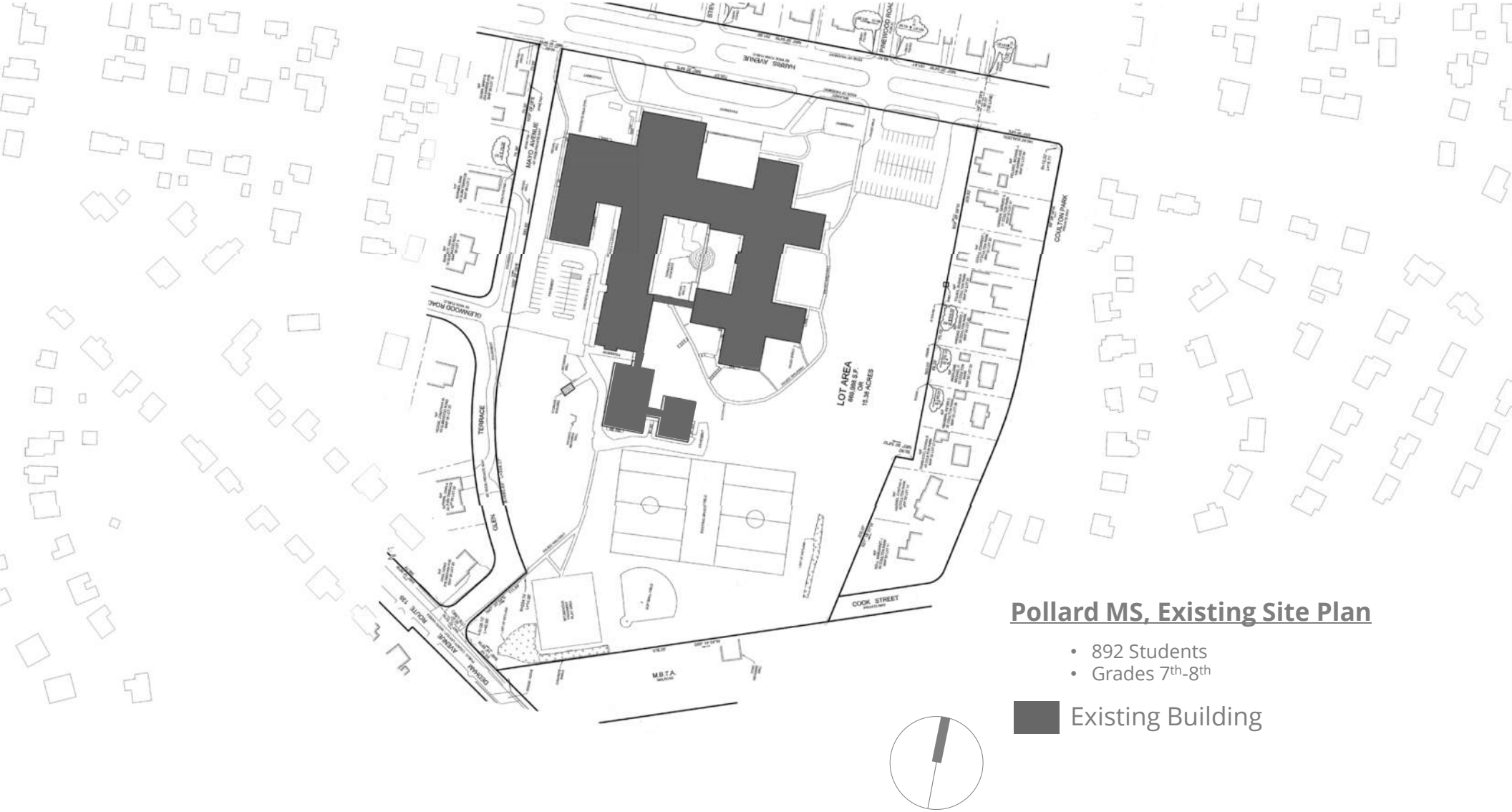
New 80,000 GSF Addition

Replicated Playfield

New Pollard MS

6th-8th Grade (1,432 Students)

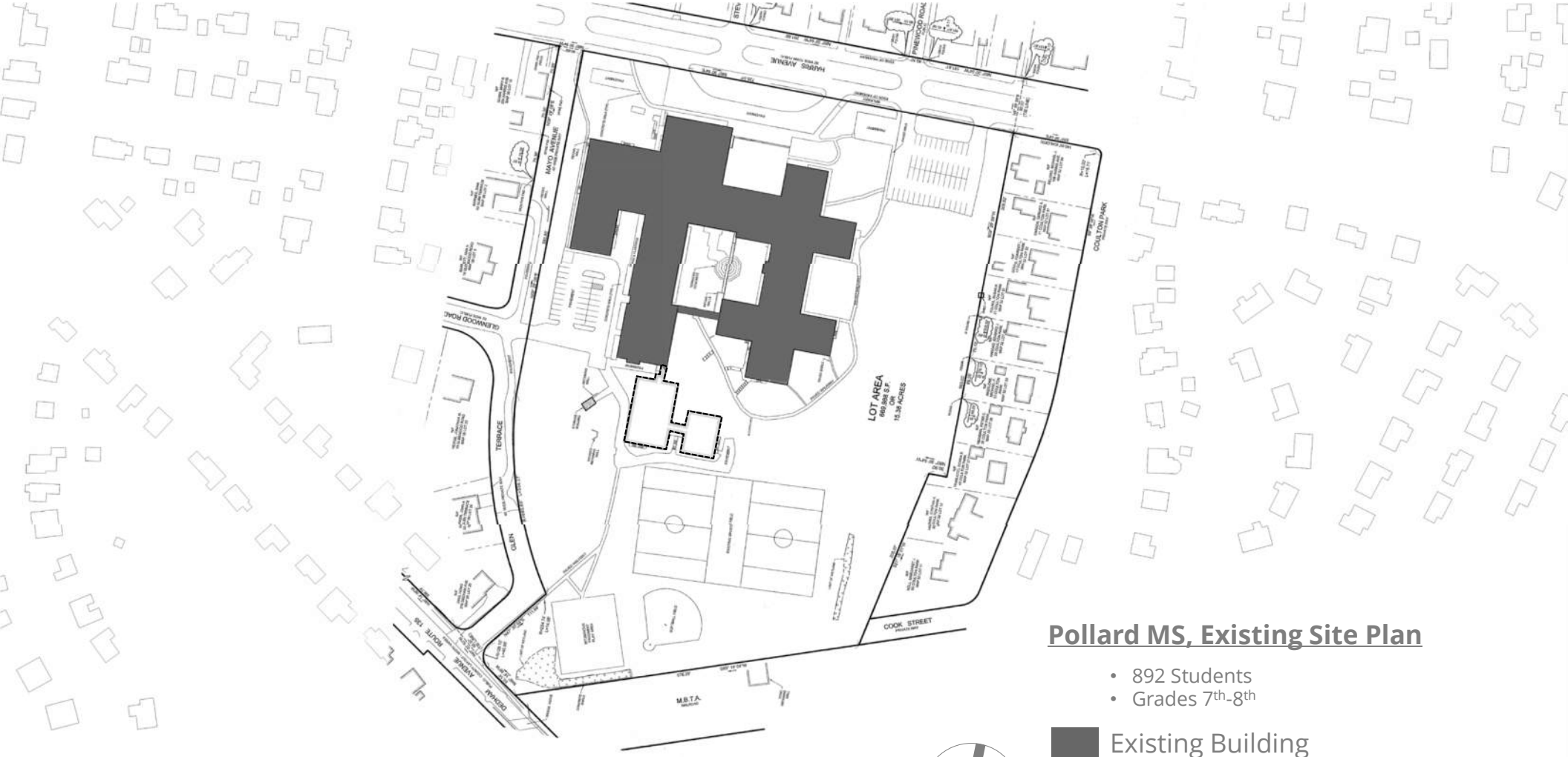
- 96 Teaching Stations
- 260,000 GSF
- 3 Stories
- Single Phase Construction



Pollard MS, Existing Site Plan

- 892 Students
- Grades 7th-8th

Existing Building

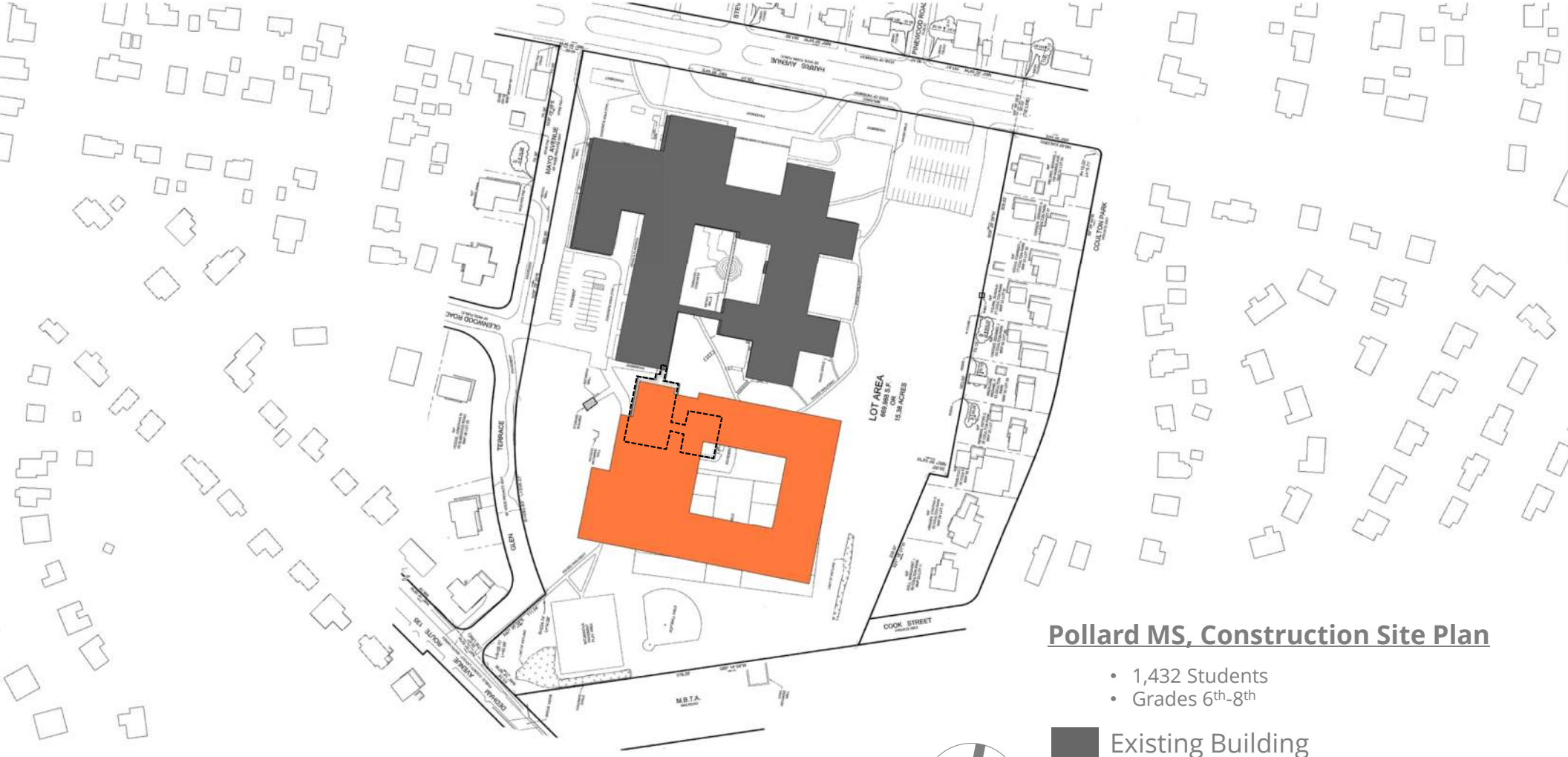


Pollard MS, Existing Site Plan

- 892 Students
- Grades 7th-8th

Existing Building

- Phase I – Remove Existing Modular Classrooms



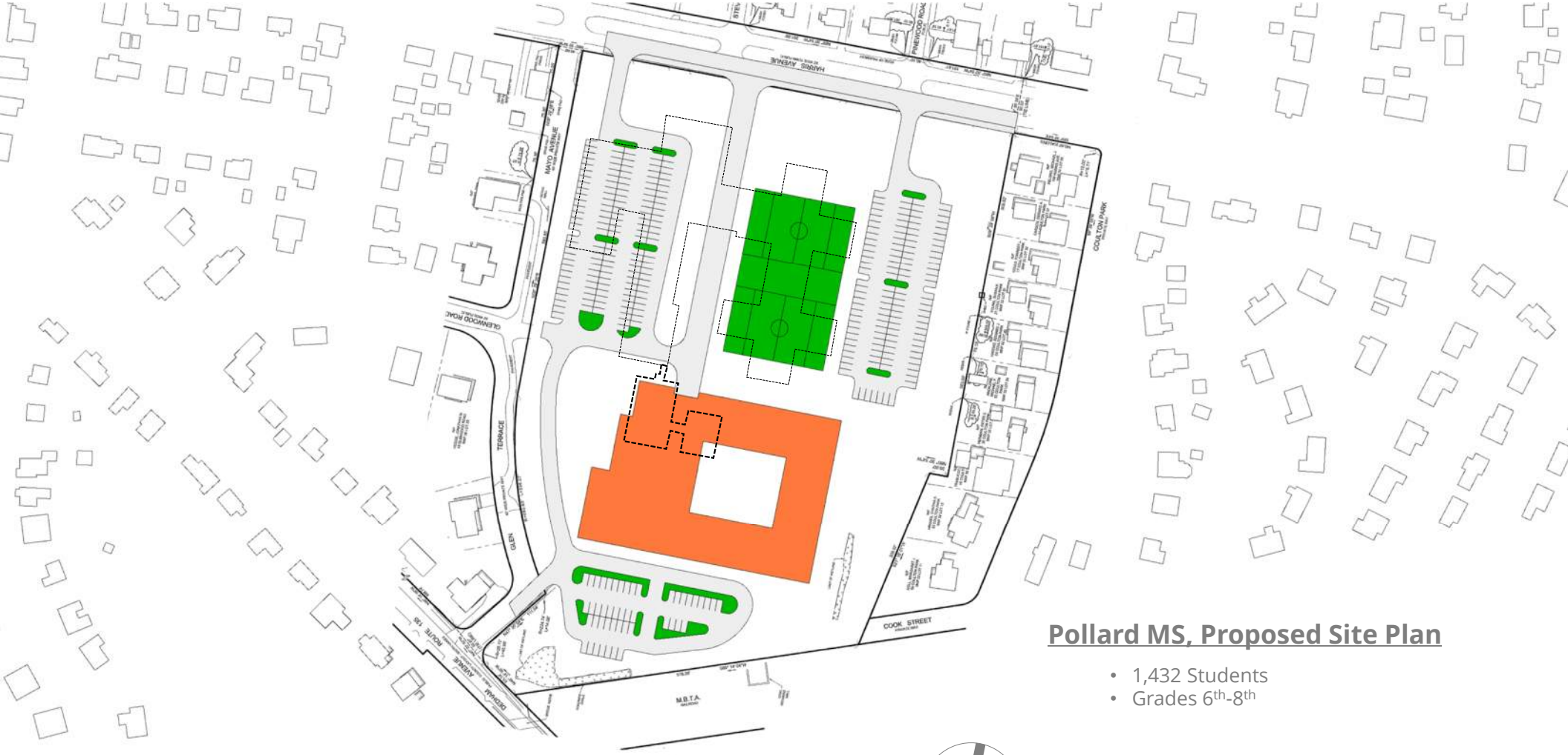
Pollard MS, Construction Site Plan

- 1,432 Students
- Grades 6th-8th

Existing Building

New 260,000 GSF Building

- Phase I – Remove Existing Modular Classrooms
- Phase II – Construct New Building



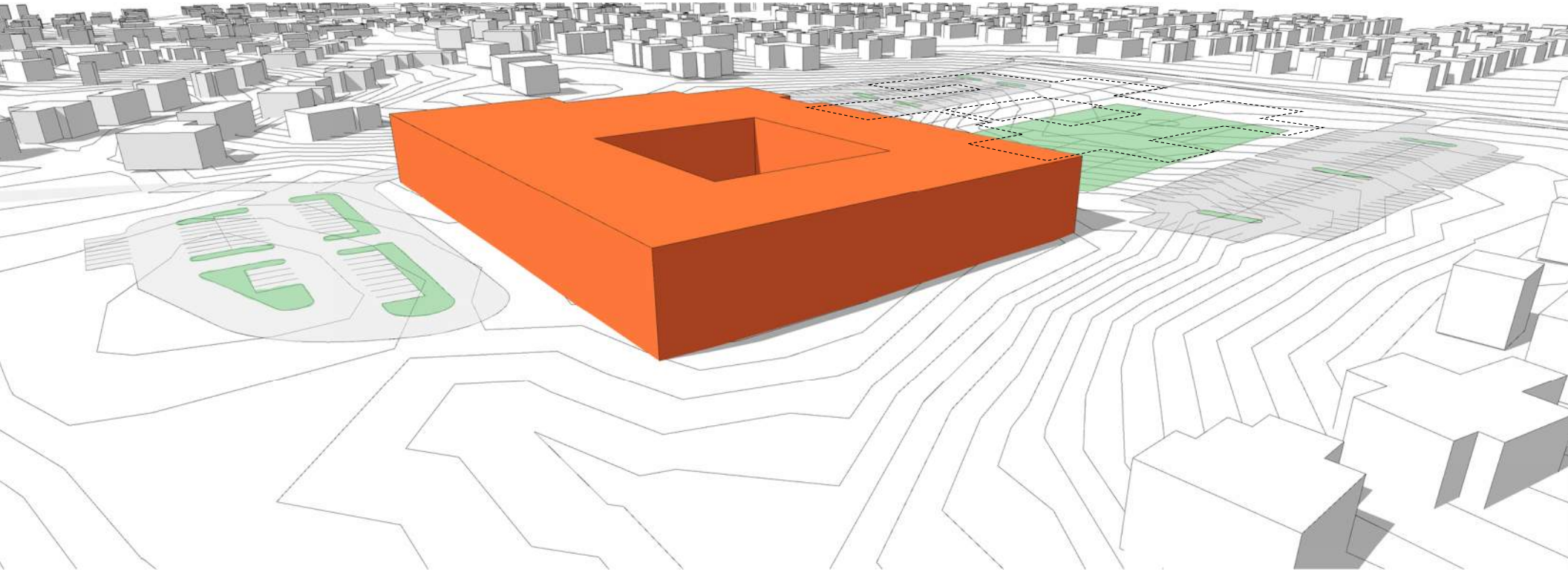
Pollard MS, Proposed Site Plan

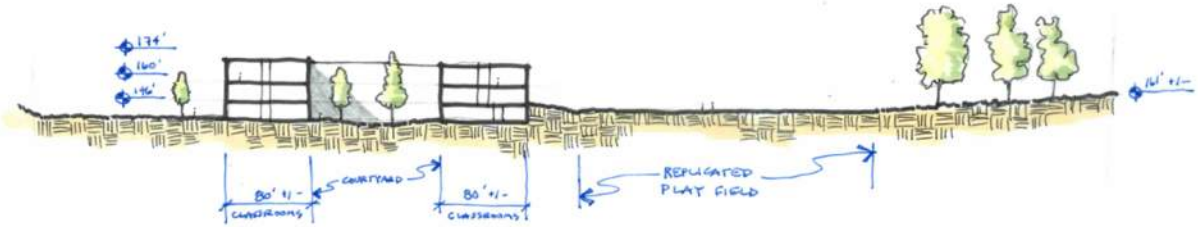
- 1,432 Students
- Grades 6th-8th

- Phase I – Remove Existing Modular Classrooms
- Phase II – Construct New Building
- Phase III – Demolition & New Parking & Playfield

New 260,000 GSF Building

Replicated Playfield



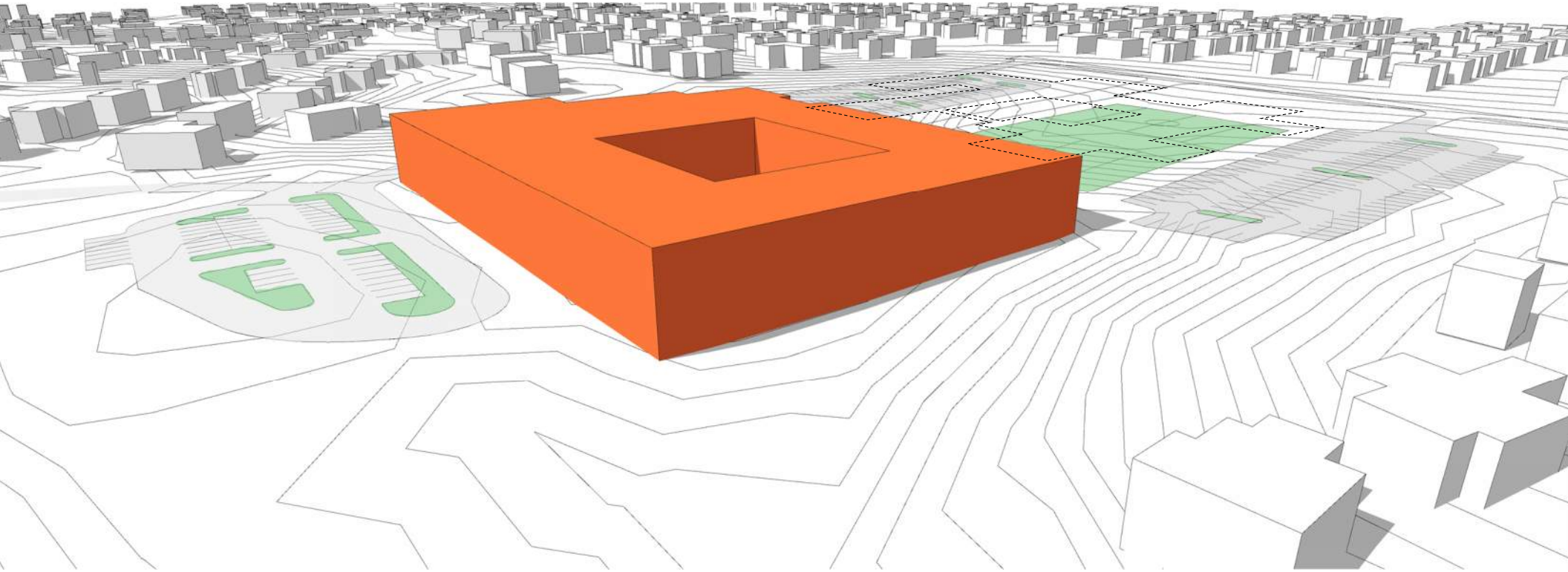


Pollard MS, Proposed Site Plan

- 1,432 Students
- Grades 6th-8th

New 260,000 GSF Building

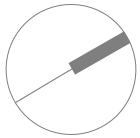
Replicated Playfield



- Requires no modular classrooms during construction. Swing space?
- Construction away from occupied space is less challenging.
- Construction logistics more manageable.
- Results in loss of softball field and tennis courts.

Pollard MS, Proposed Site Plan

- 1,432 Students
- Grades 6th-8th



New 260,000 GSF Building

Replicated Playfield

High Rock as Elementary School

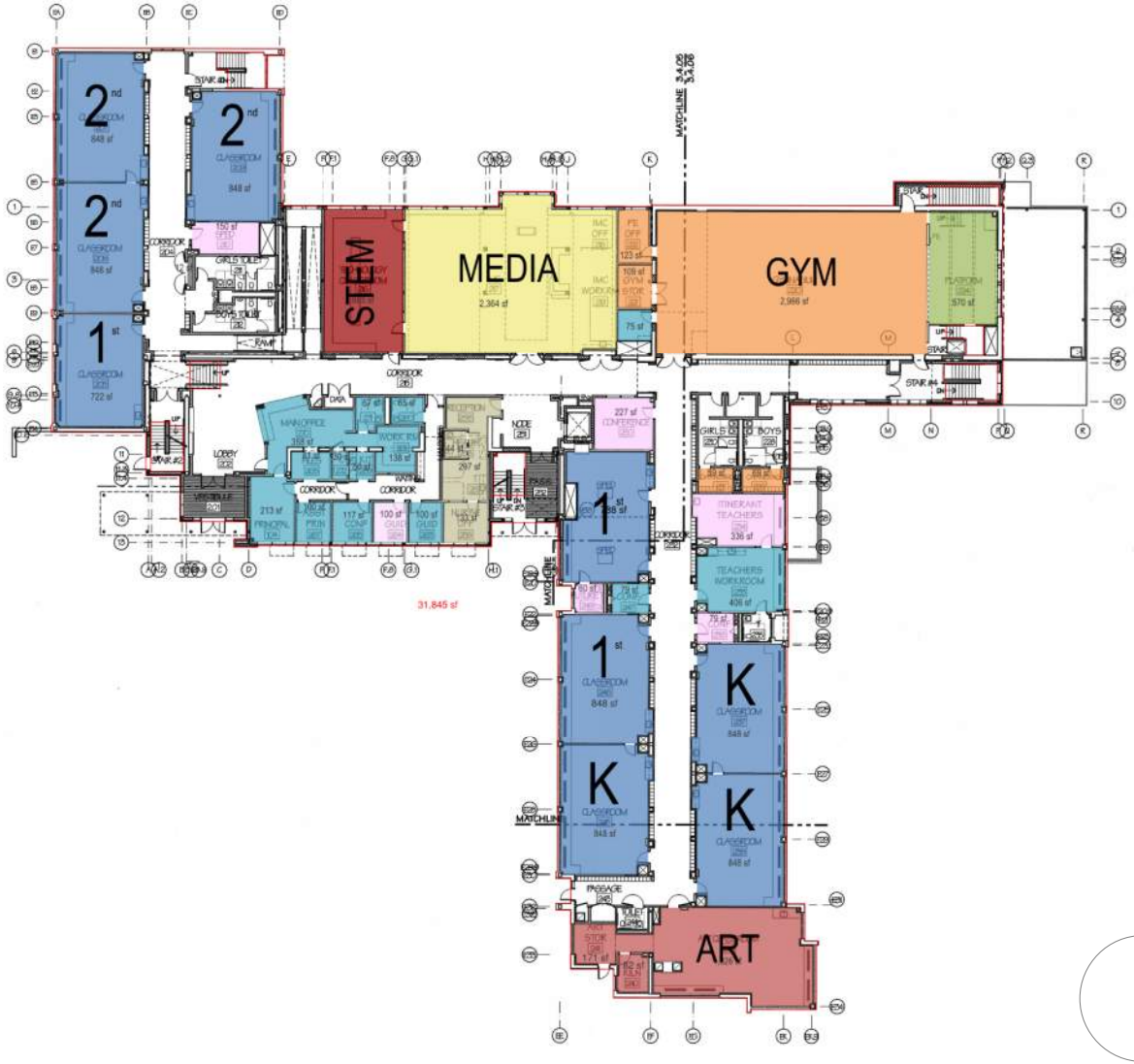
3 Sections/ Grade

- Verify Fixture Height
- Not All Grade Level Classrooms Contiguous
- Simply Move In

High Rock School, As Elementary

Lower Level

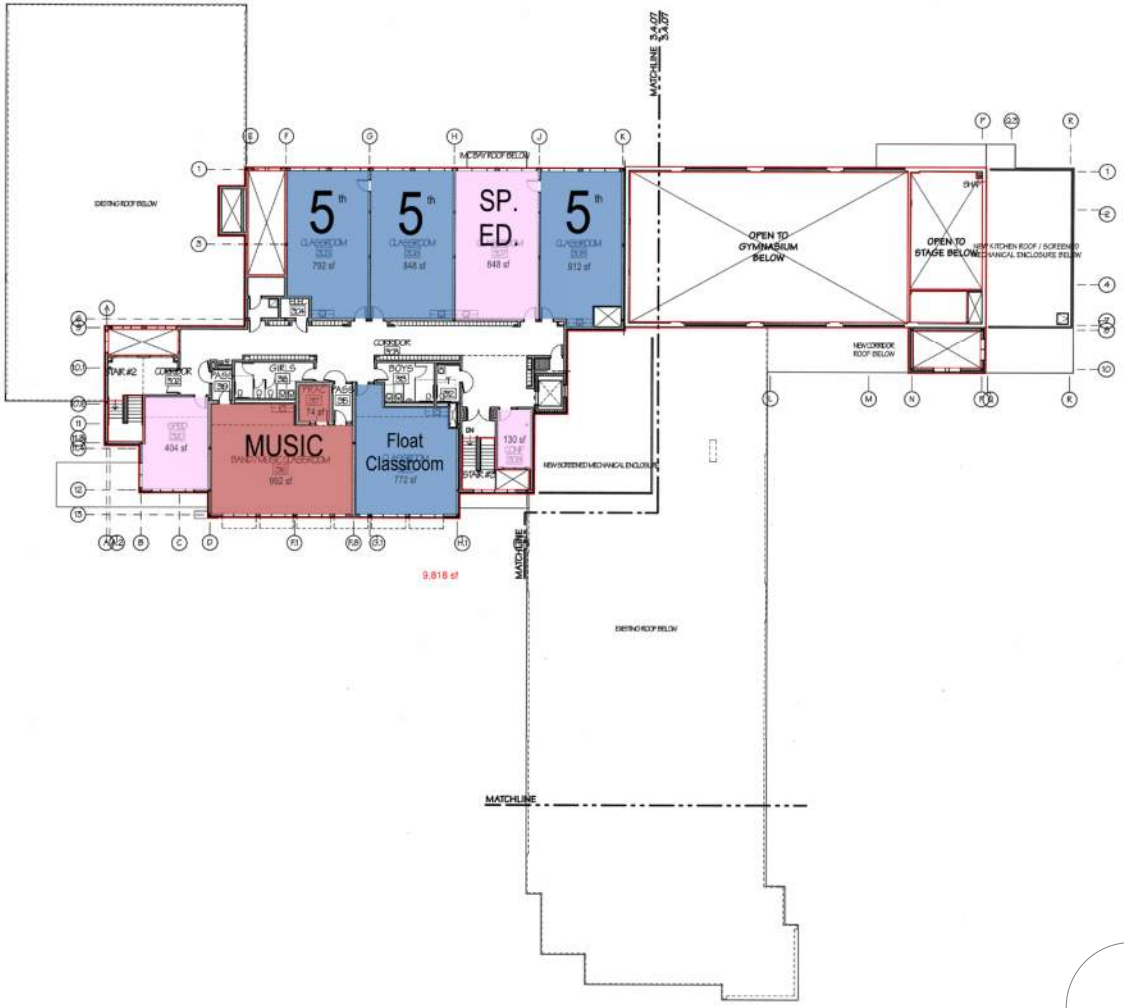
- 372 Proposed Students (3 Sections)
- Grades K-5th
- XX,XXX GSF



High Rock School, As Elementary

Main Level

- 372 Proposed Students (3 Sections)
- Grades K-5th
- XX,XXX GSF



High Rock School, As Elementary

Upper Level

- 372 Proposed Students (3 Sections)
- Grades K-5th
- XX,XXX GSF

New Mitchell Elementary School

4 Sections/ Grade

- 90,000 GSF
- 2 Stories
- Single Phase Construction
- High Rock and Other ESs as Swing Space

Mitchell ES, Existing Site Plan

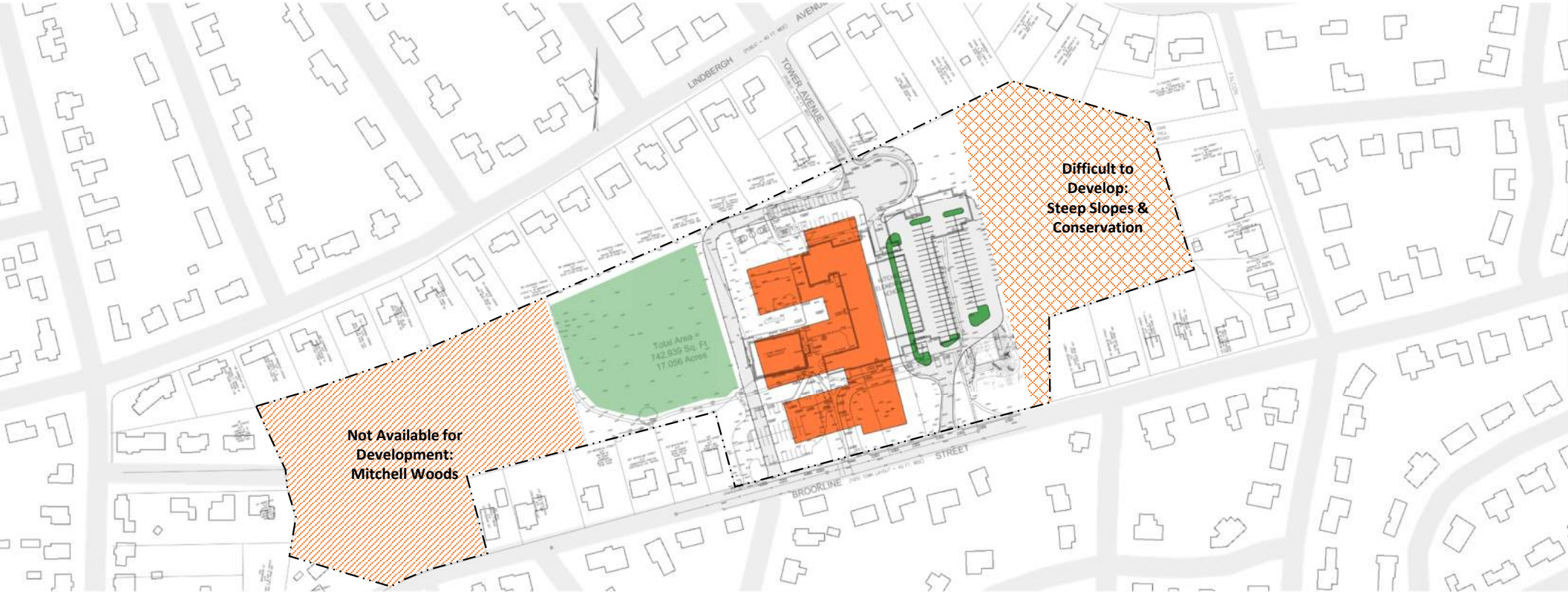
- 484 Students
- Grades K-5th

Existing Buildings

Mitchell ES, Existing Site Plan

- 484 Students
- Grades K-5th

Existing Buildings



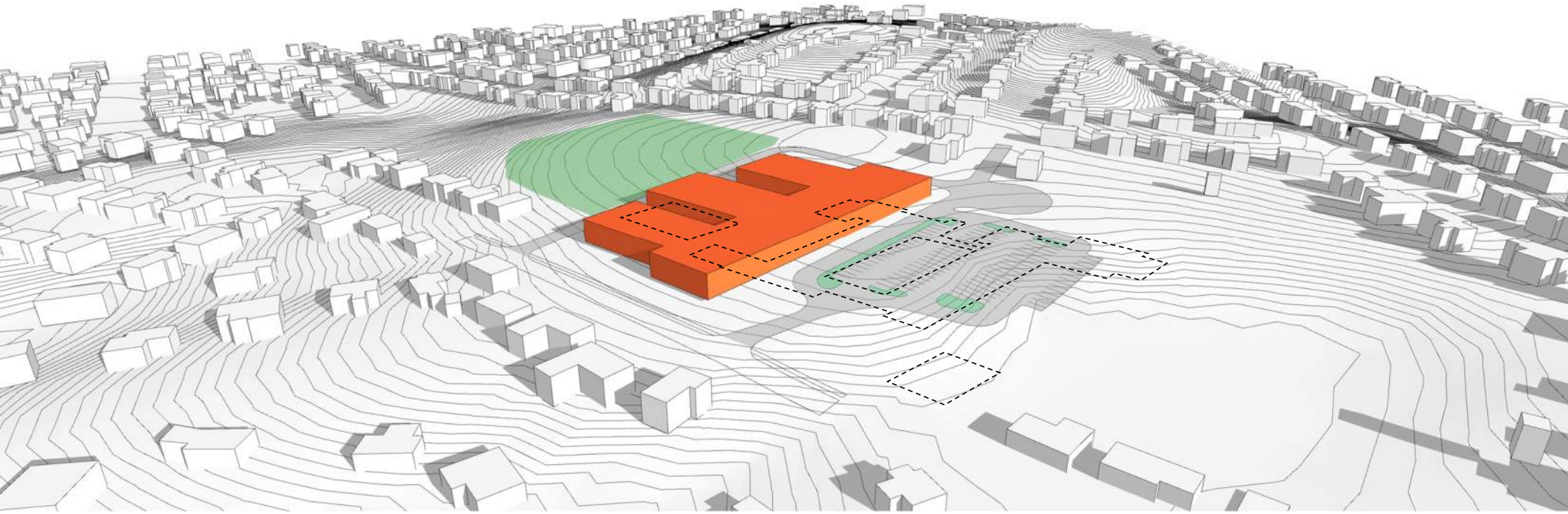
Mitchell ES, Proposed Site Plan

- 4 Sections Per Grade, Two Stories
- Grades K-5th

- No Phasing Required
- Students are off-site during construction

New 90,000 GSF Building

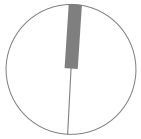
Modified Playfield



- No phasing required if Students are off-site during construction
- Existing fields are retained
- Construction logistics manageable

Mitchell ES, Proposed Site Plan

- 4 Sections Per Grade, Two Stories
- Grades K-5th



New 90,000 GSF Building

Modified Playfield

New Mitchell Elementary School

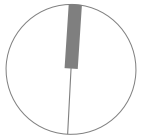
3 Sections/ Grade

- 80,000 GSF
- 2 Stories
- Single Phase Construction
- High Rock and Other ESs as Swing Space

- No phasing required if Students are off-site during construction
- Existing fields are retained
- Construction logistics manageable
- More open space and less architectural impact to neighbors

Mitchell ES, Proposed Site Plan

- 3 Sections Per Grade, Two Stories
- Grades K-5th



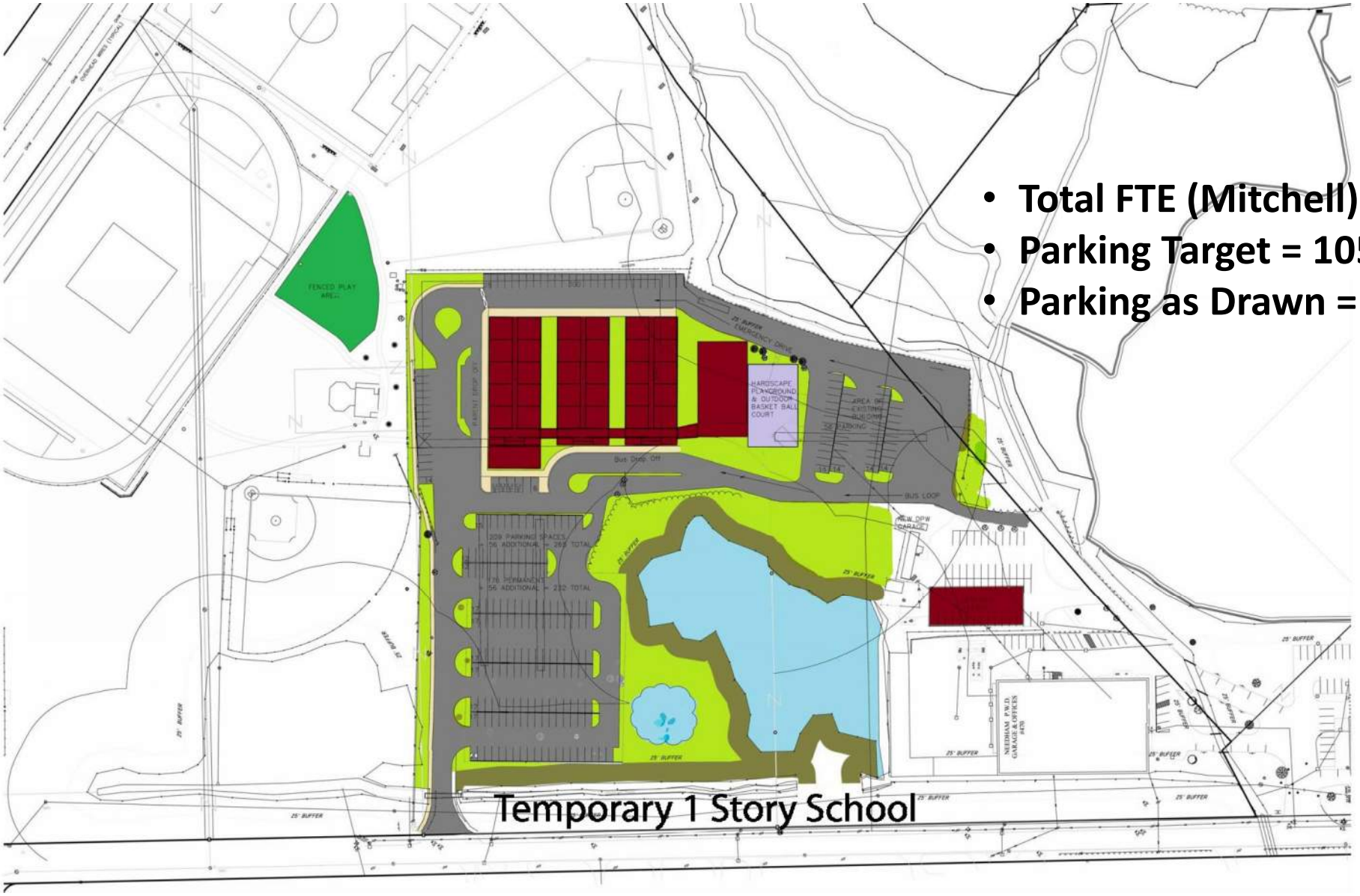
New 80,000 GSF Building

Modified Playfield

Temporary Elementary School

4 Sections/Grade

- Modular Classrooms
- Permanent Multi-purpose
- 1 Story

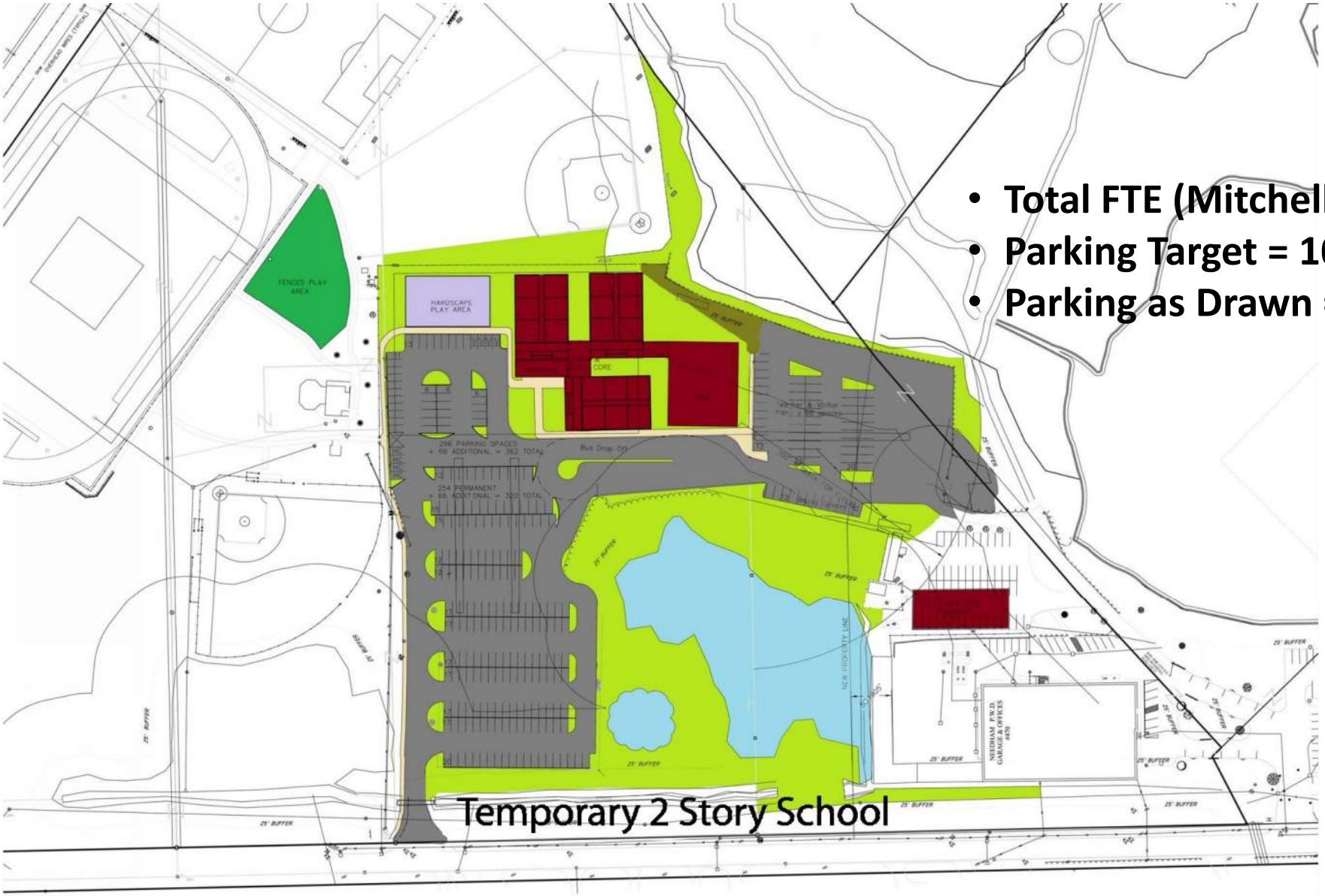


- **Total FTE (Mitchell) = 70**
- **Parking Target = 105**
- **Parking as Drawn = 265**

Temporary Elementary School

5 Sections/Grade

- Modular Classrooms
- Permanent Multi-purpose
- 2 Story



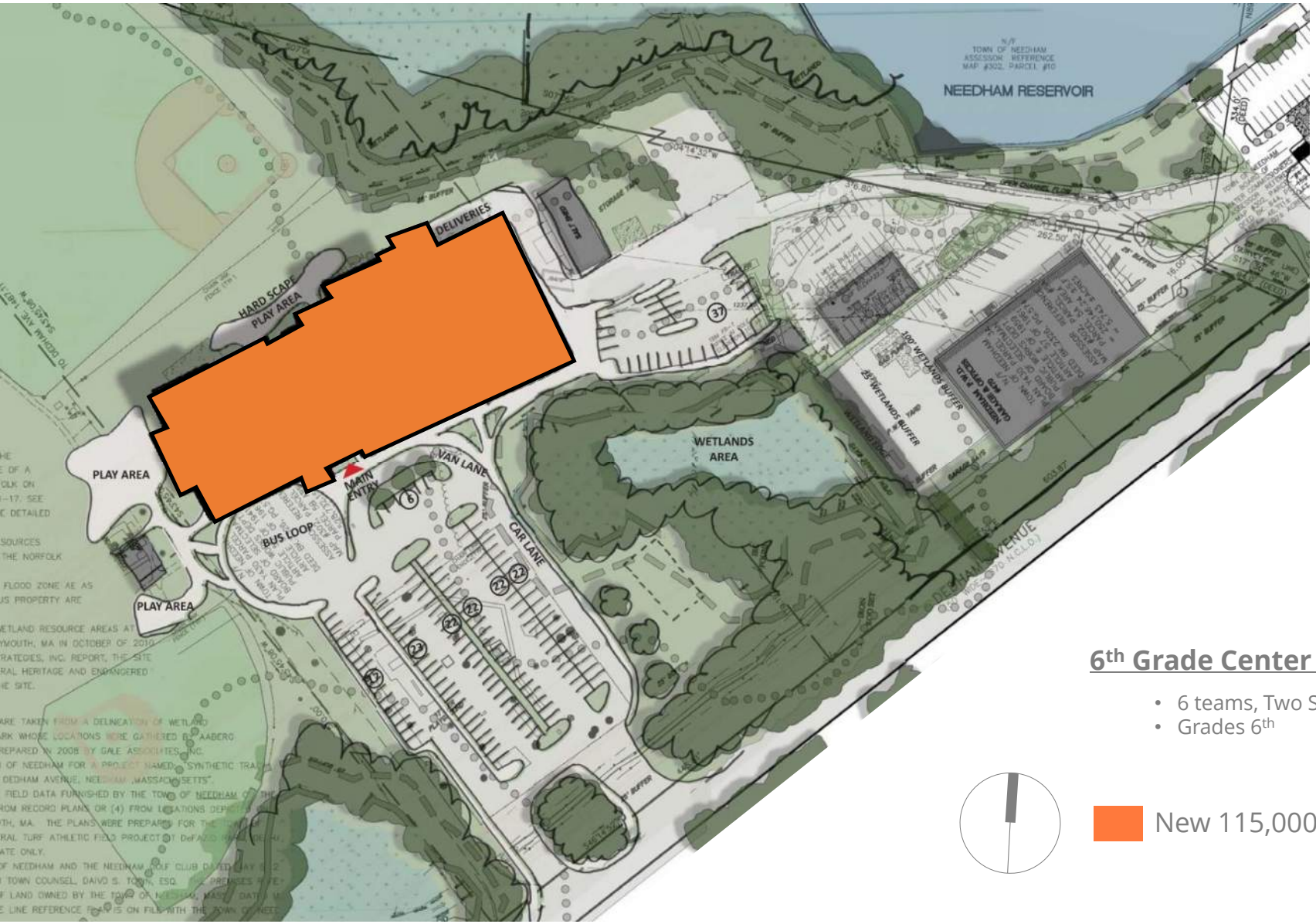
- **Total FTE (Mitchell) = 70**
- **Parking Target = 105**
- **Parking as Drawn = 365**

Temporary 2 Story School

6th Grade Center

@ DeFazio Fields

- Modular Classrooms
- Permanent Gymnasium
- 2 Story



6th Grade Center @ DeFazio Park

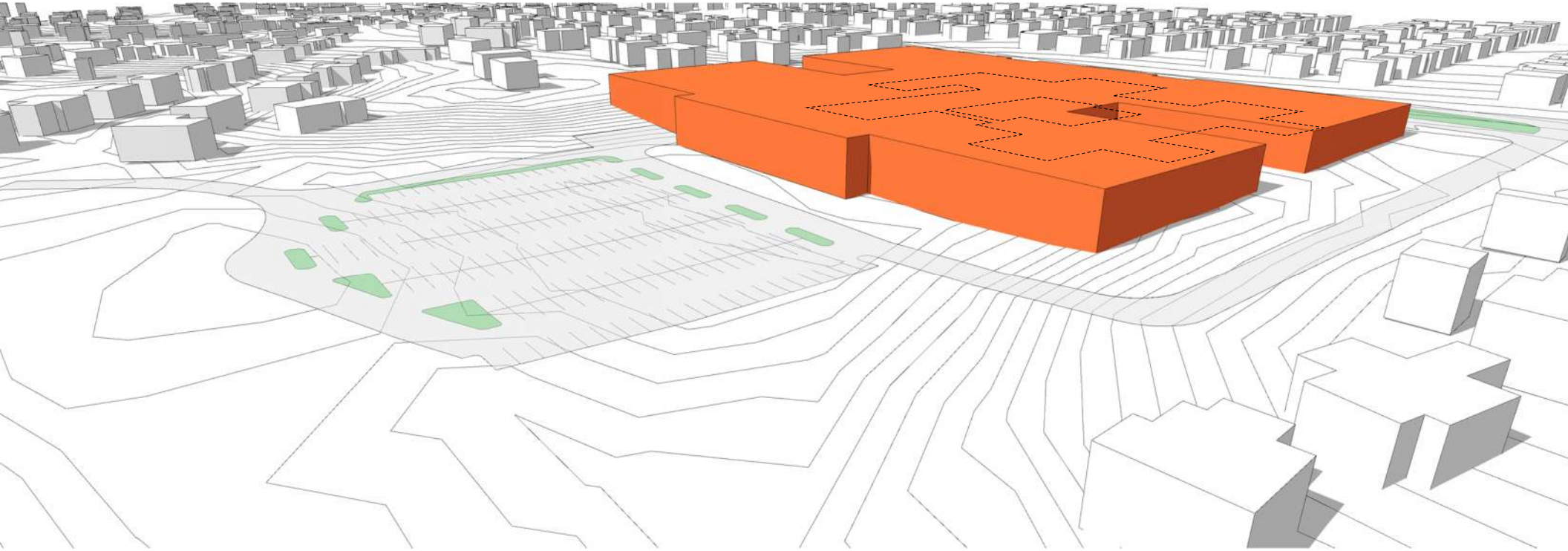
- 6 teams, Two Stories
- Grades 6th

New 115,000 GSF Building

New Middle School

Grade 5th-8th, 2000 Students +/-

- 117 Teaching Stations
- 360,000 GSF
- 3 Stories
- Single Phase Construction
- Requires Pollard Swing Space

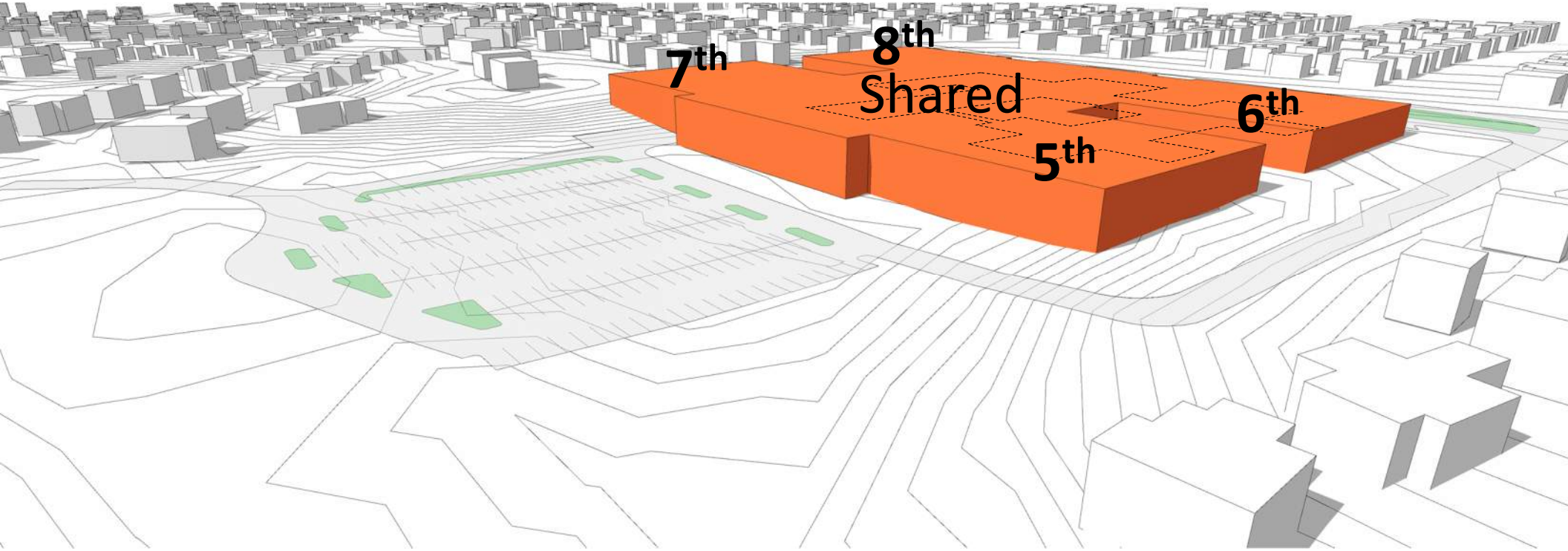


- At 360,000 GSF, building appears to be too large for site without going to 4 stories.
- Even if a geometry could be made to work at three stories, project would likely require swing space for all students during construction.
- Parking requirements based on FTE could not be met.

Pollard MS, Proposed Site Plan

- 2,000 +/- Students
- Grades 5th-8th

New 360,000 GSF Building



- At 360,000 GSF, building appears to be too large for site without going to 4 stories.
- Even if a geometry could be made to work at three stories, project would likely require swing space for all students during construction.
- Parking requirements based on FTE could not be met.

Pollard MS, Proposed Site Plan

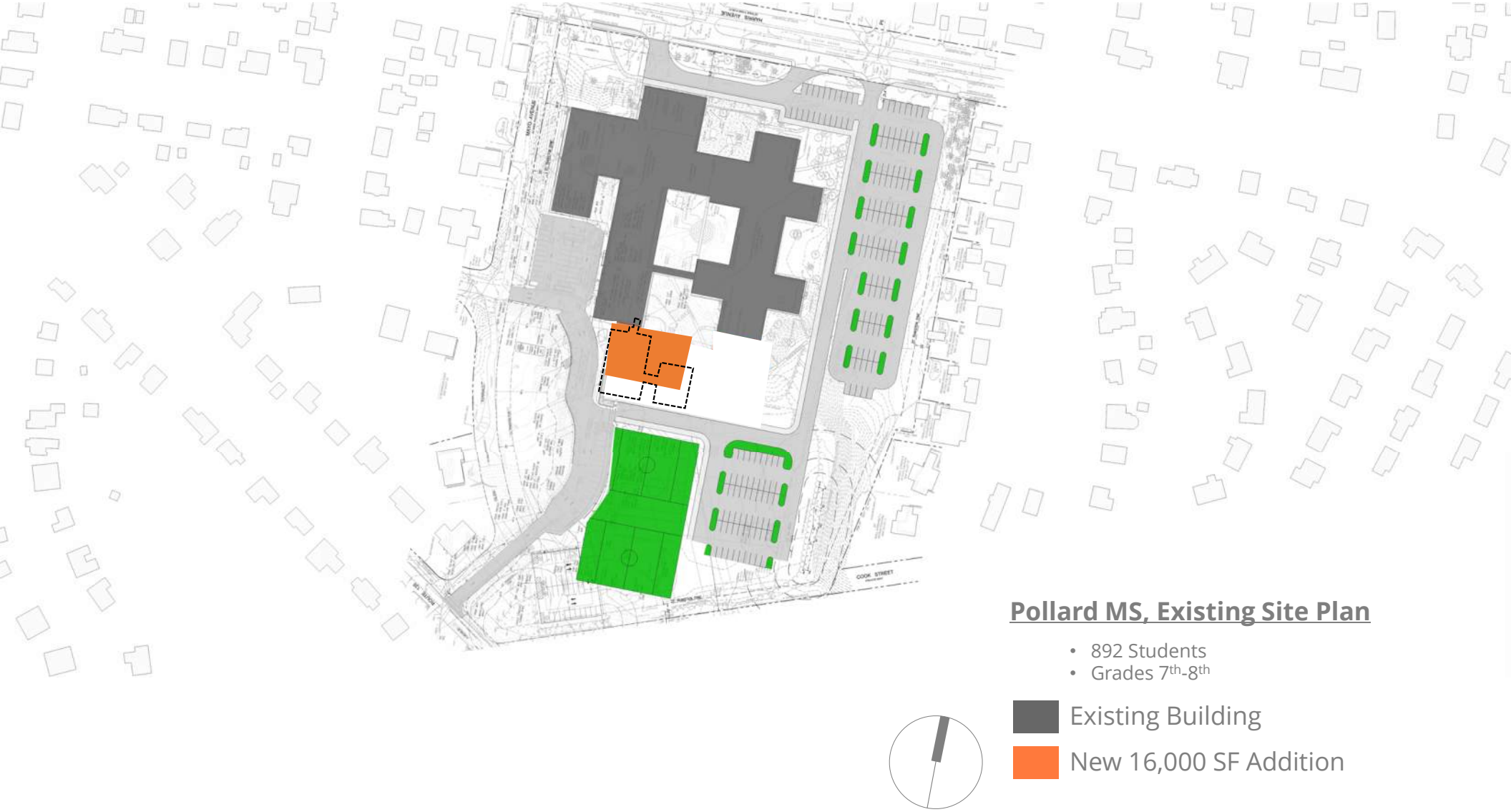
- 2,000 +/- Students
- Grades 5th-8th

New 360,000 GSF Building

Reno / Add @ Pollard MS

5th-8th Grade (950 Students)

- 61 Teaching Stations
- 2 Story Addition
- Multiple Phase Construction



Pollard MS, Existing Site Plan

- 892 Students
- Grades 7th-8th

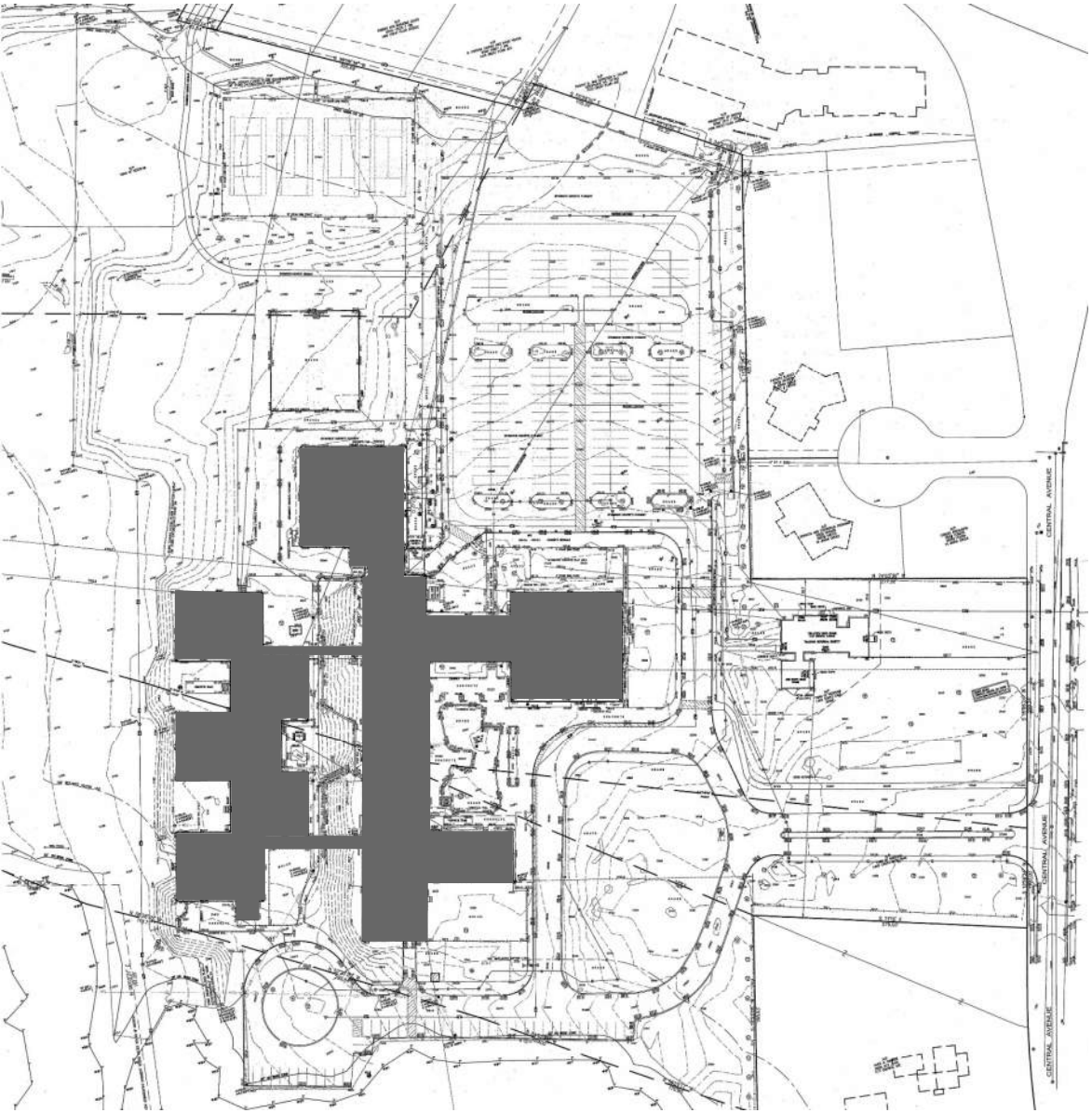
Existing Building

New 16,000 SF Addition

Addition @ Newman

5th-8th Grade (1100 Students)

- 25 Teaching Stations
- 76,000 SF, 2 Story Addition
- Single Phase Construction



Newman ES, Existing Site Plan

- 696 Students
- Grades PK-5th

Existing Building

Newman MS, Proposed Addition

- 1100 Students
- Grades 5th -8th

Existing Building

New 2-Story 76,000 GSF Addition

- **Total FTE (5th-8th) = 156**
- **Parking Target = 233**
- **Parking Existing = 232**

Newman MS, Proposed Addition

- 1100 Students
- Grades 5th -8th

Existing Building

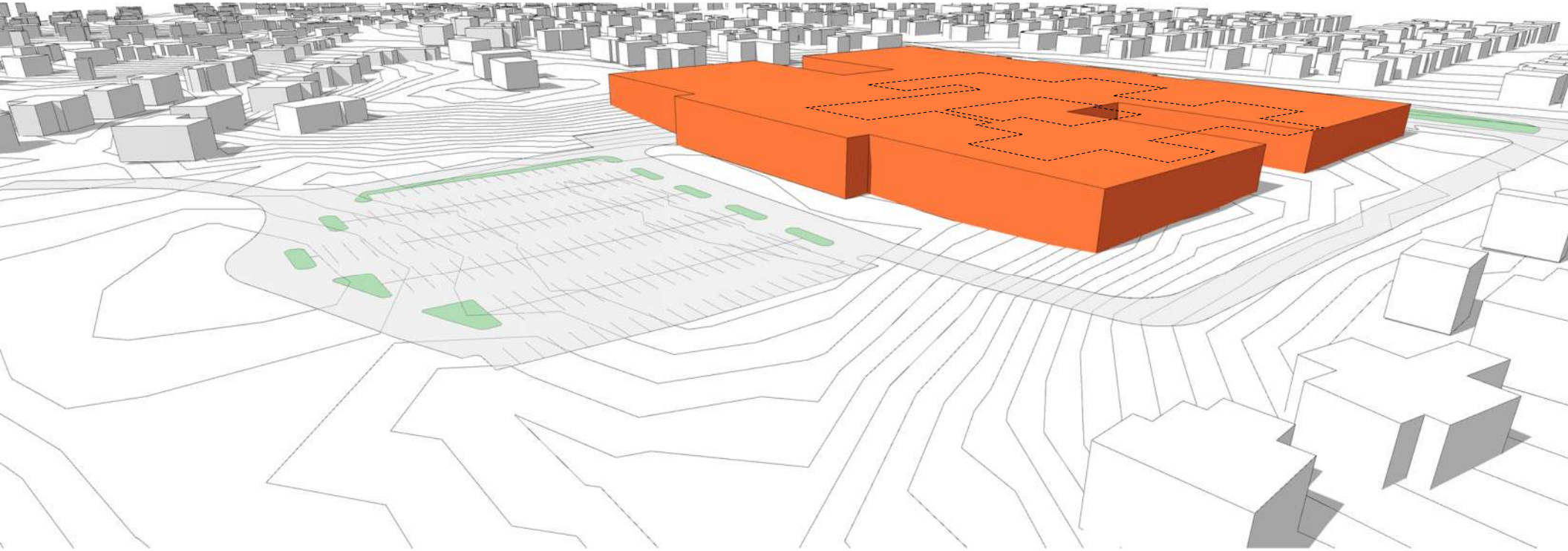
New 2-Story 76,000 GSF Addition

Google Earth

New Super School

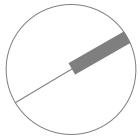
K-5th & 6th-8th Grade, 2000 Students +/-

- 360,000 GSF
- 3 Stories
- Single Phase Construction
- Results in loss of fields at DeFazio Park

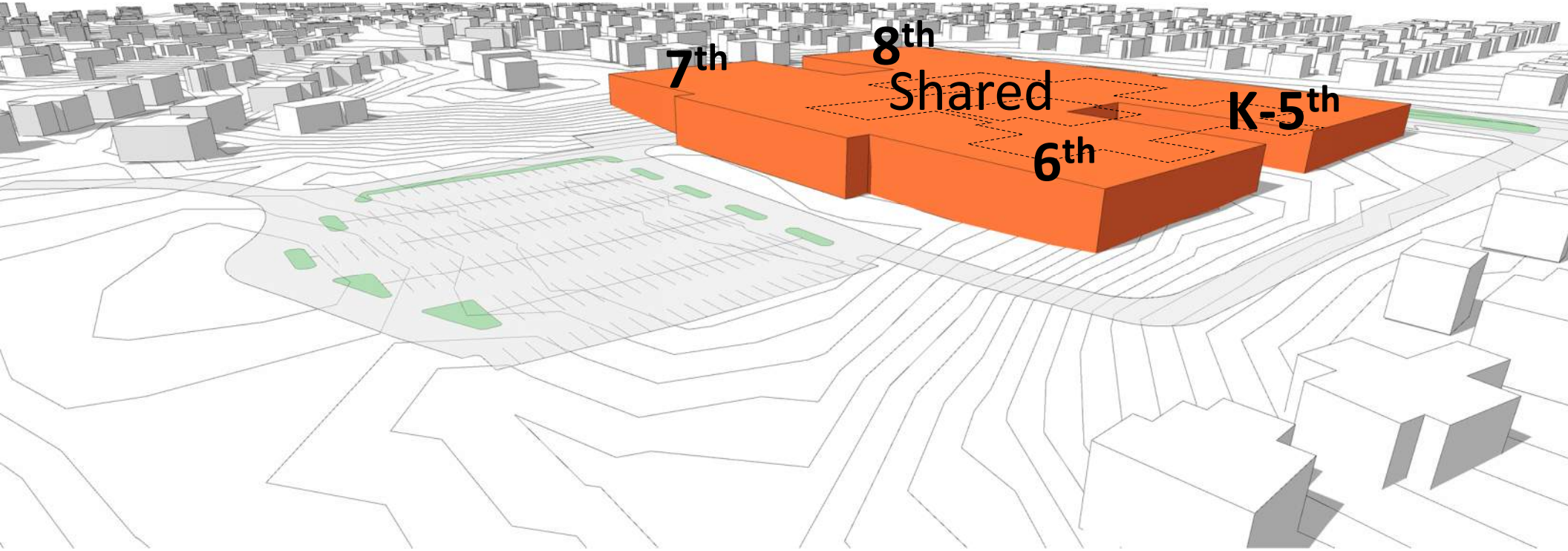


New ES + Pollard MS, Proposed Site Plan

- 2,000 +/- Students
- Grades K-5th + 6th-8th



New 360,000 GSF Building



- At 360,000 GSF, building appears to be too large for site without going to 4 stories.
- Even if a geometry could be made to work at three stories, project would likely require swing space for all students during construction.
- Parking requirements based on FTE could not be met.

New ES + Pollard MS, Proposed Site Plan

- 2,000 +/- Students
- Grades K-5th + 6th-8th

New 360,000 GSF Building

Preliminary Findings

Master Plan Scenarios Being Explored:

Major Project Required

	Status Quo **Pk, K-5th, 6th,7th-8th**	**Discontinue High Rock** 5ES & MS **Pk, K-5th, 6th-8th**	**High Rock As ES** 6ES & MS **Pk, K-5th, 6th-8th**	**Two 6-8 Middle Schools** 5ES & 2MS **Pk, K-5th, 6th-8th**	**One 5-8 Middle School** 5ES & MS **Pk, K-4th, 5th-8th**	**Two 5-8 Middle Schools** 5ES & 2 MS **Pk, K-4th, 5th-8th**	**Super School** 5ES* & MS **Pk, K-5th, 6th-8th**
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th** **New ES** **(5 sections)**	**K-5th** **New ES** **(5 sections)**	**K-5th** **New ES** **(3 sections)**	**K-5th** **New ES** **(7 sections)**	**K-4th** **New ES** **(4 sections)**	**K-4th** **New ES** **(3 sections)**	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th** **MS Reno**	PK, K-4th Remains	**5th-8th** **Reno/Add**	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only** **Addition**	**Repurposed** **TBD**	**Repurposed** **for ES**	**Repurposed for** **ES**	**Repurposed** **TBD**	**Repurposed** **K-4th**	**Repurposed** **TBD**
Pollard	**7th-8th** **Reno/Add or** **New**	**6th-8th** **Reno/Add or** **New**	**6th-8th** **Reno/Add or** **New**	**6th-8th** **Reno or New**	**5th-8th** **Reno/Add or** **New**	**5th-8th** **Reno or New**	**K-5th & 6th-8th** **Reno/Add or** **New**

Master Plan Scenarios Being Explored:

Major Project Required

	Status Quo Pk, K-5th, 6th,7th-8th	**Discontinue High Rock** 5ES & MS Pk, K-5th, 6th-8th	**High Rock As ES** 6ES & MS Pk, K-5th, 6th-8th	**Two 6-8 Middle Schools** 5ES & 2MS Pk, K-5th, 6th-8th	**One 5-8 Middle School** 5ES & MS Pk, K-4th, 5th-8th	**Two 5-8 Middle Schools** 5ES & 2 MS Pk, K-4th, 5th-8th	**Super School** 5ES* & MS Pk, K-5th, 6th-8th
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th New ES** (5 sections) ✓	**K-5th New ES** (5 sections) ✓	**K-5th New ES** (3 sections) ✓	**K-5th New ES** (7 sections)	**K-4th New ES** (4 sections)	**K-4th New ES** (3 sections)	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th MS Reno**	PK, K-4th Remains	**5th-8th Reno/Add**	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only Addition** ?	**Repurposed TBD**	**Repurposed for ES** ✓	**Repurposed for ES**	**Repurposed TBD**	**Repurposed K-4th**	**Repurposed TBD**
Pollard	**7th-8th Reno/Add or New** ✓	**6th-8th Reno/Add or New** ✓	**6th-8th Reno/Add or New** ✓	**6th-8th Reno or New**	**5th-8th Reno/Add or New**	**5th-8th Reno or New**	**K-5th & 6th-8th Reno/Add or New**

Master Plan Scenarios Being Explored:

Major Project Required

	Status Quo Pk, K-5th, 6th,7th-8th	Discontinue High Rock 5ES & MS Pk, K-5th, 6th-8th	High Rock As ES 6ES & MS Pk, K-5th, 6th-8th	**Two 6-8 Middle Schools** 5ES & 2MS **Pk, K-5th, 6th-8th**	One 5-8 Middle School 5ES & MS Pk, K-4th, 5th-8th	Two 5-8 Middle Schools 5ES & 2 MS Pk, K-4th, 5th-8th	Super School 5ES* & MS Pk, K-5th, 6th-8th
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th New ES** (5 sections)	**K-5th New ES** (5 sections)	**K-5th New ES** (3 sections)	**K-5th New ES** **(7 sections)** X	**K-4th New ES** (4 sections)	**K-4th New ES** (3 sections)	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th MS Reno** ✓	PK, K-4th Remains	**5th-8th Reno/Add**	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only Addition**	**Repurposed TBD**	**Repurposed for ES**	**Repurposed for ES**	**Repurposed TBD**	**Repurposed K-4th**	**Repurposed TBD**
Pollard	**7th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno or New** ✓	**5th-8th Reno/Add or New**	**5th-8th Reno or New**	**K-5th & 6th-8th Reno/Add or New**

Master Plan Scenarios Being Explored:

Major Project Required

	Status Quo Pk, K-5th, 6th,7th-8th	Discontinue High Rock 5ES & MS Pk, K-5th, 6th-8th	High Rock As ES 6ES & MS Pk, K-5th, 6th-8th	Two 6-8 Middle Schools 5ES & 2MS Pk, K-5th, 6th-8th	**One 5-8 Middle School** 5ES & MS ? **Pk, K-4th, 5th-8th**	Two 5-8 Middle Schools 5ES & 2 MS Pk, K-4th, 5th-8th	Super School 5ES* & MS Pk, K-5th, 6th-8th
Broadmeadow	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Eliot	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
Mitchell	**K-5th New ES** (5 sections)	**K-5th New ES** (5 sections)	**K-5th New ES** (3 sections)	**K-5th New ES** (7 sections)	**K-4th New ES** ✓ **(4 sections)**	**K-4th New ES** (3 sections)	**Discontinued**
Newman	PK, K-5th Remains	PK, K-5th Remains	PK, K-5th Remains	**6th-8th MS Reno**	PK, K-4th Remains	**5th-8th Reno/Add**	PK, K-5th Remains
Williams	K-5th Remains	K-5th Remains	K-5th Remains	K-5th Remains	K-4th Remains	K-4th Remains	K-5th Remains
High Rock	**6th Only Addition**	**Repurposed TBD**	**Repurposed for ES**	**Repurposed for ES**	**Repurposed TBD**	**Repurposed K-4th**	**Repurposed TBD**
Pollard	**7th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno/Add or New**	**6th-8th Reno or New**	**5th-8th Reno/Add or New** X	**5th-8th Reno or New**	**K-5th & 6th-8th Reno/Add or New**

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Grade Configuration Discussion

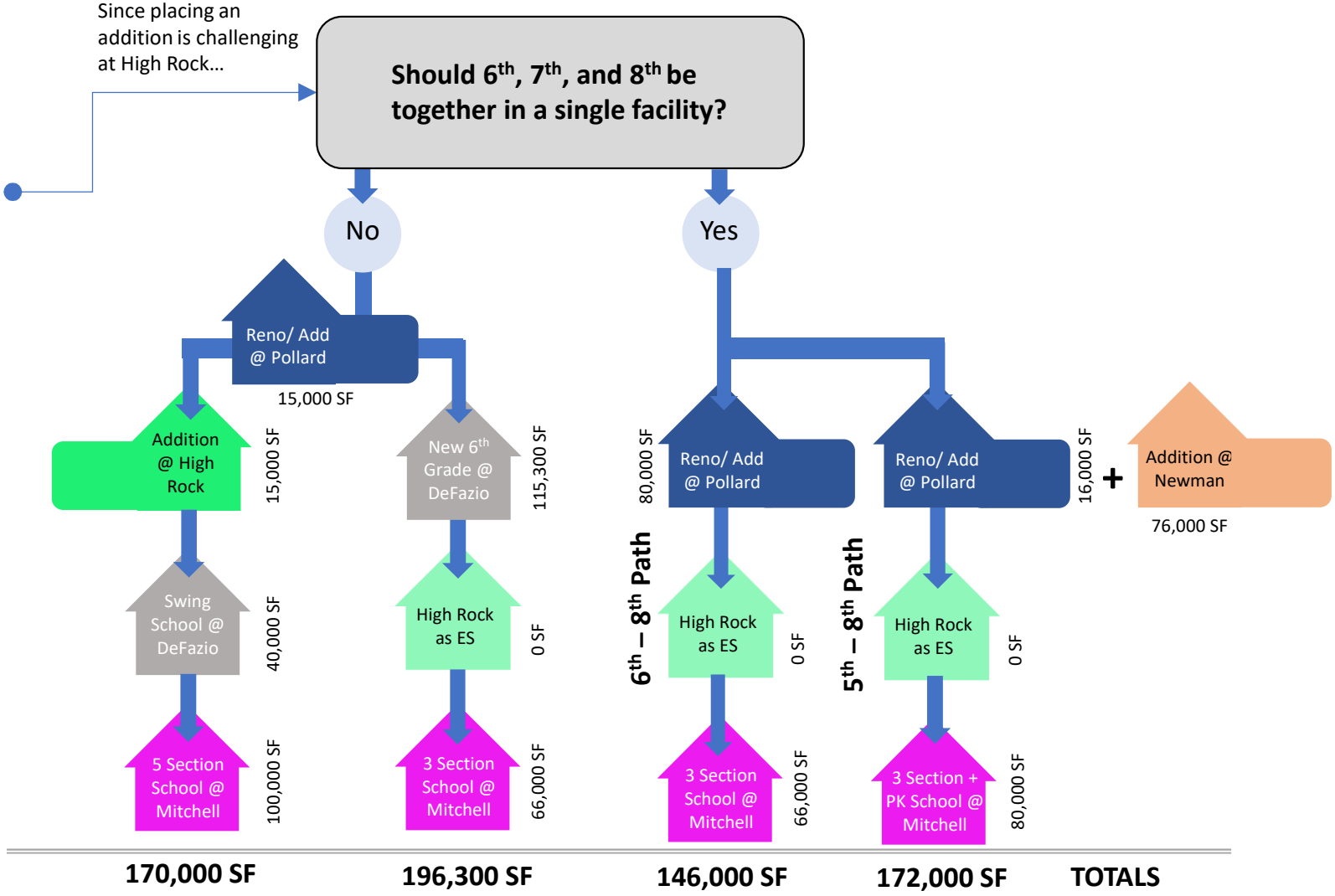
Mitchell ES
- Address Facilities
- Address Capacity

High Rock School
- Address Capacity

Pollard MS
- Address Science
- Address Facilities

Project @ DeFazio

Newman Project



DORE + WHITTIER

NEEDHAM SCHOOL MASTER PLAN

Project Update

School Committee 5/5/2020

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Discussion**

Response to COVID-19 Health Emergency: School Updates

Background Information:

- The Superintendent will provide updates and information relative to the school closure.

Person Available for Presentation:

Dr. Daniel Gutekanst, Superintendent of Schools

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Discussion**

Superintendent Evaluation Process

Background Information:

- Both School Committee policy AFB/CBG and the Superintendent's contract require a process for the annual evaluation of the Superintendent's performance.
- The evaluation process will begin with this meeting and conclude with an evaluation conducted in open session at a future School Committee meeting.
- A copy of the Superintendent's approved 2019-2020 goals is enclosed.

Persons Available for Presentation:

Ms. Andrea Longo Carter, School Committee Chair
Mr. Michael Greis, School Committee Member

SCHOOL COMMITTEE POLICY NEEDHAM PUBLIC SCHOOLS	FILE	AFB/CBG
Policy for: EVALUATION OF THE SUPERINTENDENT		Revision 1
Date Approved by School Committee: May 15, 2012	Signature of Chair: Heidi Black	Page 1 of 1

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as envisioned and expected by the School Committee.

2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.

3. Develop harmonious working relationships between the School Committee and Superintendent.

4. Provide constructive feedback to improve future performance.

5. Provide data in assessing performance.

6. Ensure that the Superintendent provides excellent administrative leadership for the school system.

7. Ensure that the evaluation process supports student learning and achievement.

The School Committee will annually develop with the Superintendent a set of district objectives and goals based on the needs of the school system. The Superintendent's performance will be reviewed in public session in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent. The Chair and immediate past Chair will lead the evaluation process. If the immediate past Chair is no longer a member of the School Committee, then the Vice-chair will participate in leading the evaluation.

Superintendent's Performance Goals
Needham Public Schools 2019-2020

Needham Public Schools

Superintendent:	Daniel E. Gutekanst		11/5/19
School Committee Chair:	Michael Greis	Michael J. Greis	11/5/19

Professional Practice	
1	In a minimum of eight administrative meetings, I will implement effective school leadership development and training in the areas of leadership strategies, data use, and equitable practices to ensure an innovative and inclusive learning experience for all children; In a minimum of 150 classroom visits with principals and building leaders, I will observe instruction as it relates to equitable and inclusive practices; In a minimum of three professional learning opportunities, I will deepen my understanding of school and district leadership, especially as it relates to ensuring an equitable learning environment. ***Evidence of Progress:*** • *SLT, DLT, and District meeting agendas show evidence of the use of data, evaluation, and leadership strategies to inform student learning, staff supervision, and ensure cultural proficiency, equity, achievement, and inclusion.* • *Administrative classroom walk-throughs and observations with principals to observe and assess teaching and learning as it relates to equitable and inclusive practices.* • *Participation in professional learning opportunities focused on innovation in learning and leadership development as these areas relate to equity, inclusion, and student growth and achievement.*

Student Learning	
2	I will ensure principals align their School Improvement Plans and school-based professional development plans to support the implementation of the District's 5 Year Strategic Plan: Portrait of a Needham Graduate and contribute toward District efforts to support equitable and inclusive practices for all students.
3	I will participate in a minimum of three meetings of the Race, Equity, Access & Leadership (REAL) Coalition to strengthen a framework for equity that will support inclusion, access, and achievement for all students, particularly students of color.
4	I will ensure the implementation of student-centered and interdisciplinary learning through the use of the budget process, School Improvement Plans, and the development of the Portrait of a Needham Graduate process.
	Evidence of Progress: • *High needs, special education, ELL, and students of color increase levels of participation in higher-level and challenging middle/high school courses and increase performance on local and state assessments.* • *Race Equity Access & Leadership (REAL) agendas show evidence of work and plans to enhance District efforts around communication, policy, curriculum, school culture, and professional development.* • *School Improvement Plans show evidence of innovative and/or interdisciplinary learning experiences for all students.* • *District documents, including the FY21 budget plan, School Improvement Plans, and newsletters reflect increased priority for innovative, student-centered, and equitable and inclusive learning for all students.*

District Improvement	
5	I will encourage and facilitate the development of increased teacher and student voice, participation, and agency in the work of the Needham Public Schools.
6	I will support proactive communication, cooperation, collaboration, planning, and the development of key relationships between and among District leaders and the Town's Building Maintenance Department in support of excellent maintenance of our schools.
7	I will participate in and lead discussions around the School Facilities Master Plan as well as the Emery Grover school Administration Building Study.
8	I will support District staff in the implementation of each of the 19 action steps included in year one of the District's 5 Year Strategic Plan: Portrait of a Needham Graduate. ***Evidence of Progress:*** • *Staff and students included in planning efforts and in key decision-making opportunities at the school and district level; Superintendent communication efforts include teacher and student voice and stories of engagement and learning.* • *Survey results indicate principal and staff satisfaction with building maintenance.* • *School Facilities Master Plan completed.* • *Year One of the 5 Year Strategic Plan implemented with at least 75% of action steps completed.*

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **Action**

Approve 2020-21 Elementary, Middle School, and High School Handbooks

Action recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the 2020-21 elementary, middle school, and high school handbooks as submitted.

Elementary Handbooks 2020-21

1. *TO BE INSERTED WITHIN GENERAL SCHOOL INFORMATION SECTION*

SCHOOL ATTENDANCE

The education of children is a responsibility shared by the school and parents. Teachers and parents work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness and early dismissals affect this learning process. Therefore students are expected to be in attendance every day of the school year from arrival to dismissal. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered as unexcused.

***ABSENCES-REPORTING**

In the event a child will be absent for the day, parents or guardians are expected to call the school office before the beginning of school. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents will be contacted as soon as practical and within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding an absence.

***ABSENCES-EXCESSIVE**

Parent(s) or Guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or his/her designee) will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

ABSENCES-PLANNED

School vacations are planned well in advance, at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for missed instruction; therefore, teachers shall not be required to provide work for any student prior to a planned absence. Parents who allow their child to be out of school for vacations are assuming responsibility for their child's educational program. When a student returns to school, he/she shall complete work not available during their absence. The time limit for completion is the length of the absence.

ELEMENTARY SCHOOLS CODE OF CONDUCT
STUDENT BEHAVIOR AND EXPECTATIONS

GUIDING PRINCIPLES

The goal of the Social and Emotional Learning program in the Needham Public Schools is to help students develop self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. The promotion of a social and emotional learning framework in our schools is designed to foster a school culture that promotes respect, inclusion and strong classroom and school culture. The implementation of this framework endeavors to provide an appropriate learning environment for our students.

The elementary school faculties establish a system of rules that govern their teaching and common spaces. Teachers engage students in establishing classroom rules and procedures that provide a structure to support all students as they learn and grow. Students are expected to demonstrate behavior appropriate to specific settings within the school, on the bus and on the playground. Teachers are asked to communicate clearly the rules of these settings to their students. School rules should be simple and few and emphasize a spirit of cooperation, high expectations and caring for one another. The rules will be stated in the affirmative wherever possible.

Children benefit from the consistency of having adult models both at school and at home in order to develop acceptable social behavior. The partnership between school and home is a critical support to our students in their social and emotional development. One of our guiding principles is the fostering of this partnership so that teachers and parents can share information, strategies, ideas, insights and, when needed, can problem-solve to assist our students in developing and maintaining appropriate behavior in the school setting.

STRATEGIES TO HELP CHILDREN MODIFY BEHAVIOR

All students are expected to demonstrate respect for other individuals, their rights and their property in school and during all school-sponsored activities, including those times when they are riding school buses. Students are expected to behave in accordance with school rules and regulations. When appropriate, school personnel will modify environments to help prevent the likelihood of misbehavior.

Behavior expectations will be in keeping with each child's developmental readiness. Through classroom structures and direct skill instruction, children will be instructed in how to:

1. Make sound decisions and seek adult help (assistance when needed)
2. Behave responsibly
3. Cooperate with teachers and peer groups

The process for communicating with parents regarding problems with behavior will be initiated early on. Teachers are expected to contact parents for a conference, following the emergence of a behavior difficulty. Our schools believe that a strong home/school partnership is helpful in addressing the student's progress. Likewise, parents should contact their child's teacher with any concerns about social or behavioral problems. It is expected that most behavior problems will be solved at the parent-teacher level. However, if necessary, the Principal may communicate directly with parents regarding a challenging behavior. The following are examples of steps that may be taken in order to help students modify their behavior:

1. Parent-teacher conference - At the first sign of an emerging behavioral pattern or difficulty
2. Teacher creates a behavior plan and/or contracts with the student for improvement
3. Involvement of the principal, school counselor and/or resource teacher as collaborative consultant to the teacher
4. Teacher applies to the Teacher Support Team for review of the student's progress and the development of a behavior intervention

BUS CONDUCT

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety. The school reserves the right to exclude students from school and/or the bus for misconduct of a serious nature that occurs on the bus or at the bus stop that may impact the school environment. The right of a student to school bus transportation is a qualified right dependent on good behavior. In a case where a student seriously or continuously misbehaves, parents/guardians will be notified by the principal or designee of the school to which the student is assigned. The bus pass may be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a student's conduct jeopardizes the safety and well being of other students that student may immediately be excluded from the bus.

INVESTIGATION (Interviews & Searches)

Under Needham School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures
2. Harassment of another student especially on the basis of race, sex, national origin, religion, handicap, gender identity, or sexual orientation
3. Bullying, cyber-bullying or other intimidation of another student, regardless of the basis of such conduct
4. Behavior which endangers persons or property or disrupts the educational process or school activity
5. Fighting or any assault or act of violence committed against another student or school personnel

Students may be expelled under limited circumstances defined by statute (so called "Statutory Offenses) referenced in section titled: **STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW**

PROCEDURES FOR SUSPENSION

Please refer to section titled: **PROCEDURES FOR SUSPENSION & EXPULSION** of this handbook for detailed information regarding Needham Public Schools Procedures for Suspension

2. *DISTRICT-WIDE SECTION OF HANDBOOKS*

NEEDHAM SCHOOL NUTRITION SERVICES INFORMATION
ELEMENTARY SCHOOLS

The school cafeteria is open every school day serving many choices of nutritious hot and cold lunches for all K-5 grade students. On Early Release Days, a simple breakfast will be served at most elementary schools, and ~~(new this year)~~ a portable "Fun Lunch" will be available to students in the late morning to either eat in class or take to

their after-school program. (As always, food can not be eaten on the bus.) The Needham Nutrition Services department is dedicated to being a leader in quality nutritious school. The department is directed by a Registered Dietitian, and supported by a second Registered Dietitian as Nutrition Outreach Coordinator. The Cafeteria Staff at each school are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their "nutrition classroom", and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, kid-friendly, and nutritious. The menu of the day changes, but every day there are six other lunch options available (Chicken Caesar Salad, Turkey Sandwich, Wow(Soy)butter & Jelly Sandwich, Tuna Sandwich, Bagel & Yogurt or Cheese, Soft Pretzel & Yogurt or cheese). Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

A printed copy of the Needham Elementary Lunch Menu is sent home with each child at the end of each month, for the following month. The menu and nutritional information, as well as allergy and ingredient information, are available on the Nutrition Service Department page of the Needham School District website. www.needham.k12.ma.us.

~~**Meal prices for 2019-2020**~~			~~**Reduced price:**~~
~~Lunch:~~	~~$3.00~~		~~$.00 (fee waived for 2019-2020)~~
~~Breakfast:~~	~~$1.75~~	~~(at Eliot & Mitchell)~~	~~$.00 (fee waived for 2019-2020)~~

Free or Reduced Priced Lunches:
Families who may automatically qualify for free or reduced price meals through a match with the Massachusetts HHS agency, will be notified before school begins in September. Other families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time throughout year if the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available on our website, in the school office, or the Nutrition Service office at the Administration Building. An on-line application is also available at lunchapp.com.

What do you get with a "LUNCH"? & What is NOT included

Students who qualify for free or reduced price meals are able to get one complete breakfast and lunch for free or reduced price per day.

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice)
  - "Entrée" is the protein item and grain item (usually together, ie: Hamburger on bun)
- Fruits & Vegetables. We don't limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. 1%, Fat-free, Fat-free Chocolate or Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert - if it is written on the menu for the day (usually 1-2 x/week)

~~Other~~ **A la carte items** are available at Elementary schools FOR $ALE, which are NOT included in the LUNCH price. These items that are not included are as follows:

- ~~o~~ 8 oz water ~~$.50~~
- 4 oz yogurt ~~$.50~~

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

~~Students are not allowed to "go negative" in their lunch account for snacks. (only for LUNCH). Please talk with your child if you want to limit what they buy.~~

How the automated cafeteria payment system works:

- Every student has their own personal lunch account and PIN number (automatically assigned when enrolled- whether or not they ever use it).
- Parents/Guardians deposit money into the student's account by check via the school cafeteria, on-line (credit card or electronic check), or cash (see **How to prepay** information below).
- Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents can access this information (see below).
- Pre-payment into the account is strongly encouraged- as it is much faster, however paying with cash is an option.
- Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte items (above) are not free nor available at reduced price. Only the meal.
- All students access their accounts at the cash register by entering their 4-digit PIN number on the PIN pad located at the register. Each child's unique PIN number is confidential and should not be shared. The PIN number stays the same from year to year until High School, when the number is changed to a 5-digit number. You will be notified of this number in the Welcome Back to School letter from Nutrition Services. If a student does not remember it, the cashier can access their account through the computer register by their name.

When the lunch account gets low:

- An automated 'Low Balance Email' is sent on Monday evenings to the parent/guardian of students whose lunch account is at $25.00 or below.
- A second 'Low Balance Email' is sent on Thursday evenings if balance is $15 or below.

Negative Lunch Accounts

- When an account goes below zero, only a complete breakfast and/or lunch can be purchased. ~~no a la carte items.~~
- The automated "Low Balance Email" that is sent on Monday and Thursday evenings (see above) serves as a further request to deposit money into the lunch account.
- If we have no email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

Credit limit /Negative Balance follow-up

- If a student's lunch account reaches negative $10.00 and there has been no response to email requests for deposit, the Cafeteria Manager will call the home to notify the parent/guardian about the negative account and to resolve the negative balance.
- If the account remains negative and reaches -$20.00, then the delinquent account is referred to the Nutrition Services Director's office and additional attempts are made to reach parent/guardian via cellphone and/or work phone numbers.
- If the account remains negative and continues to increase in debt, the matter is referred to the school Principal for follow up with the parent/guardian.
- Beyond that, delinquent lunch accounts will be referred to a debt collection agency.

Tracking lunch accounts

- Parents can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Service website: "MyLunchAccount instructions". You will need the students Powerschool student ID number for this (get from school secretary).

Please make sure the school secretary has your correct email address in Powerschool , as our lunch software system uploads the information from Powerschool.

How to Prepay:

1. Deposit funds via on-line at schoolpay.com. There is a link to the current online payment provider, SchoolPay, on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's 5-digit Online Payment ID number specifically assigned for this on-line payment service. You can get that number and instructions for setting up account in Powerschool or from your school secretary.

2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and 4 digit PIN number.

Website: needham.k12.ma.us Departments: Nutrition Services
There is lots of information on the Nutrition Services website, as well as pictures of the cafeterias and meals. Check it out!

Call Nutrition Services:
Call the Cafeteria Manager at your child's school.
or
Feel free to call the Nutrition Services Office with any questions or comments: 781-455-0400:
X11219 for Mirella Santucci, Nutrition Services Bookkeeper
X11216 for Ruth Griffin, Nutrition Services Director
X11237 for Jen Tuttelman, Nutrition Outreach Coordinator
X11285 for Barb Pitney, Nutrition Services Secretary

HEALTH SERVICE POLICIES

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

Health History

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/guardian and submitted to the school nurse prior to school entry for all students.

Required Immunizations
Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet the grade entry immunization requirements.
Exemption
Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For a religious exemption, the parent/guardian must submit a letter annually to the school nurse stating that a vaccine conflicts with their sincere religious beliefs.
Physical Examination
The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.
A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.
Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten

(within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

Tuberculosis (TB) Testing

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

Medication Policy

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parental permission form. **Medication will not be administered until all required documents are completed and received by the School Nurse.** These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
- students with asthma or other respiratory diseases may possess and self-administer prescription inhalers
- students with life-threatening allergies may possess and self- administer epinephrine via an auto-injector
- students with cystic fibrosis may possess and self-administer prescription enzyme supplements
- students with diabetes may possess and self-administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

Children with Special Health Care Needs

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

Concussions

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to

resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student <u>each day</u> to assess recovery, update return to academics checklist, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics as applicable

Symptoms to look for following a blow to the head:

- Headache or "pressure in head
- Nausea or vomiting
- Loss of consciousness (even briefly) or groggy
- Sensitive to noise and/or light

- Forgets sports plays
- Unsure of game, score, or opponent
- Moves clumsily
- Shows behavior or personality changes

- Blurred or double visions
- Appears dazed or stunned
- Is confused about assignment
- Confusion: cannot recall events prior to hit or fall
- Answers questions slowly

- Feeling sluggish, hazy, foggy
- Concentration or memory problems changes
- Balance problems or dizziness
- Can not recall events after hit or fall

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

What to do if your son/daughter has had a concussion:

1. **Seek medical consultation**. If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she/they has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

Life-Threatening Food Allergy

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.

Key points of the policy for Life-threatening Food Allergy include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each students with a medically diagnosed life-threatening food allergy
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).

- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

RESPONSIBLE USE OF DIGITAL RESOURCES

Students and his/her parent/guardian are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

Student email

Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Roles and Responsibilities

Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical
- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS must use the public guest NPS network
- Devices, including student owned devices, that disrupt the educational process or operation of the NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

Respect and protect the intellectual property of others

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

Safety and privacy of self and others
All users are expected to adhere to principles of safety and privacy.

- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or other s without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent or guardian or teacher

Respect and practice the principles of community
Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.

- Students will report threatening or discomforting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).
- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project. Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

Notification of Student Access to Digital Tools
There will be a number of digital resources that teachers may use as educational tools with students. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. If such tools require student accounts, then students will be guided through the process to use a school-appropriate user name and password. Examples of such tools are the following:

Khan Academy
Khan Academy is a free online resource that allows students to learn anytime, anywhere, with material that is uniquely appropriate for them. Students can explore new topics and practice their skills by using interactive practice and tutorials. Teachers will use this app when they feel appropriate; not all teachers will use this app. When used in class teachers will assist with log-in.
Website: www.khanacademy.org
Terms of Service: www.khanacademy.org/about/tos
Privacy Policy: www.khanacademy.org/about/privacy-policy

Quizlet
Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. Quizlets can be made by teachers and shared or made by students as a study tool. Teachers will use this app when as appropriate, though not all teachers will use it. When used in class teachers will assist with log-in.
Website: https://quizlet.com/
Terms of Service: https://quizlet.com/tos
Privacy Policy: https://quizlet.com/privacy

Newsela
Newsela is a resource that provides teachers, parents, and students with over 1,000 current event articles scaled at five different reading comprehension levels. Newsela uses leveled articles and real-time assessments to build comprehension. Articles are aligned to curriculum standards and often include lesson plan components such as writing prompts and quizzes.
Website: https://newsela.com/
Terms of Service: https://newsela.com/pages/terms-of-use/
Privacy Policy: https://newsela.com/pages/privacy-policy/

Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources

SCHOOL DISCIPLINE
PROCEDURES FOR SUSPENSION & EXPULSION

GENERAL INFORMATION REGARDING SUSPENSION Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.
Except in the case of Statutory Offenses described later in this handbook, students may not be suspended more than 90 days in a school year and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate.

If student in preschool or in grades K through 3 is to be suspended, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)

A. <u>In-School Suspension For Less Than 10 Cumulative Days During A School Year</u>

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as

soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension (see section C).

B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)

Except in the case of an Emergency Removal (see section D) prior to imposing a short-term out-of-school suspension **(10 days or less in a school year) an administrator will** provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
   a) the disciplinary offense;
   b) the basis for the charge;
   c) the potential consequences, including the potential length of the student's suspension;
   d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
   e) the date, time, and location of the hearing;
   f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

2. Efforts to Involve Parent: The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent of his/her 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. The notice of determination may be in the form of an update to the original written notice of hearing.

If the student is in preschool or grade K-3, the administrator will send a copy of the written determination to the Superintendent and Director of Student Support Services and explain the reasons for imposing an out-of-school suspension

before the short-term suspension takes effect.

C. Procedures For Long -Term Suspension

Except in the case of an Emergency Removal (see Section D) prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. Notice: The notice will include all of the components for a short-terms suspension in Section B above, plus the following:
   a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
   b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
   c) 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;
   d) the right to cross-examine witnesses presented by the school district;
   e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
   f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will 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 school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
   1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
   2. Set out the key facts and conclusions reached;
   3. Identify the length and effective date of the suspension, as well as a date of return to school;
   4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
   5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

      a) 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
      b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

D. Exception For Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.
The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.
The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- 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 other applicable matters;
- Provide written notice to the student and parent as provided in Section B & C above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. Appeal To The Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must 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. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will 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 will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will 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 will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Conduct Which May Lead To Expulsion (Statutory Offenses)
Students are subject to suspension/expulsion by the Principal for the conduct listed below, subject to the procedures set forth in M.G.L. ch. 71, § 37H.

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel
- This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2 (see below).

Gun Free Policy

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determine by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. S8921

STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW:
When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
   a. The reason for the suspension
   b. A statement of the effective date and duration of the suspension
   c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

STATUTE: CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)

a. 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 limited to, a gun or a knife; or a controlled substance as defined in chapter 94 C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
c. 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/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a or b.
d. 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 10 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.
e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

STATUTE: FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H1/2)

Notwithstanding the provisions of section 84 and sections 16 and 17 on chapter 76;

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal no later than 5 calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a

hearing with the student and the student's parents/guardians within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitutes a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from

the Bureau of Special Education Appeals.
Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Support Services, who can be reached at 781-455-0400 x 213.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.
If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.
Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under to Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R.

§ 26.00 and the Age Act. This policy applies to all students, and staff, as well as members of the general public.

Definitions
For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.

B. "Discrimination" means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not

be tolerated by the Needham Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal, or to the District's Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

The District's Civil Rights Coordinator is:

For employees:
Alex McNeil
Assistant Superintendent for Human Resources
alexandra_mcneil@needham.k12.ma.us
781-455-0400 x11208

For students and families:
Mary Lammi
Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us
781-455-0400 x11213

B. District staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

C. Students, employees and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8th Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-669-6820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196 (TTY).

Complaint Handling and Investigation

A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

DISTRICT MEETINGS, PROGRAMS, ACTIVITIES

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

- All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.
- Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools
1330 Highland Avenue
Needham, MA 02492
(781) 455-0400 x 203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be

provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method, which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Support Services for more information: (781) 455-0400 x 213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

SPECIAL EDUCATION SERVICES

Special Education services provide specialized instruction to students who have been identified through testing, as having an educational disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal.

Educational Opportunities for homeless, foster care, and military connected students
Educational Opportunities for homeless students
Definitions

Homeless children and youth are 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:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- 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;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless because they are living in circumstances described above; and
- unaccompanied youth a youth not in the physical custody of a parent or guardian.
- *Enroll and enrollment:* attending classes and participating fully in school activities.

School of origin: the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth: a homeless child or youth not in the physical custody of a parent or guardian

Homeless students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

The district liaison for homeless students and their families is Mary Lammi, Assistant Superintendent for Student Support Services.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

Educational Opportunities for Children in Foster Care

Definitions

Foster Care: placement by DCF of a student into 24 hour out-of-home-care away from his/her parents or guardians. These placements include among others:

- foster family homes
- foster homes of relatives
- emergency shelters including STARR programs and Transitional Care units
- residential facilities
- child care institutions
- group homes

- pre-adoptive homes

Best Interest Determination: the collaborative process based on the individual student's unique best interest and involving input from multiple parties used for making decisions about whether a student placed in foster care involving input from multiple parties used for making decisions about whether a student placed in foster care should continue to ttend the school of origin.

District of Origin: the Massachusetts school district in which a school of origin is physically located. For situations in which an individual school operates as an individual school district the school will be considered both the school of origin and the district of origin. Examples of such single school districts/education authorities include but are not limited to charter schools and regional high schools

The district ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

The points of contact for the district include:

Julie Muse-Fisher, Executive Director of Special Education
Julie_MuseFisher@needham.k12.ma.us

Mary Lammi, Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving

state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.
LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

Bullying Prevention & Intervention

Bullying, cyberbullying, and retaliation will not be tolerated in the Needham Public Schools. This includes forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

Further the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:

- By establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- By training staff in identification of bullying, prevention and intervention techniques for bullying
- By providing time in classroom for teachers to focus on bullying prevention so that they can provide tools for students
- By establishing and enforcing school rules and policies related to bullying

A. Definitions

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
a. causes physical or emotional harm to the target or damage to the target's property;
b. places the target in reasonable fear of harm to himself or of damage to his property;
c. creates a hostile environment at school for the target;
d. infringes on the rights of the target at school; or
e. materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

i. the creation of a web page or blog in which the creator assumes the identity of another person;
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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
iii. 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 37 persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Needham Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: A staff member, parent/guardian, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

Reporting to School Committee: If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality:

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parent/guardian conferences;
- Enhancing adult supervision on school premises
- Limiting or denying student access to a part, or area, of a school
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students
- Transferring student's classroom or school

F. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal

shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Please see School Committee Policy JCFB Bullying for full statement on the district's policy regarding bullying and cyber-bullying.

PHYSICAL RESTRAINT OF STUDENTS & TIME OUT PROCEDURE

Physical Restraint

School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or his/her designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours and will provide written notice within three school working days by email address provided by the parent (or by regular mail to the parent postmarked within three school working days of the restraint.)

Time-out

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from Mary Lammi, Director of Student Support Services, who can be reached at 781-455-0400 x213

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

a. The **right to access** the student's education records. Parents or eligible students should submit their request for

access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

b. (b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
c. © The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.
d. As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Assistant Superintendent for Student Support Services no later than October 1 of each school year**.** Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent**.**
e. (d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.
f. (e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.
g. (f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed up to 7 years after leaving school provided prior notice is given to the student.

GUIDELINES FOR THE ASSIGNMENT OF STUDENTS

These guidelines are intended to provide direction and to promote understanding about class assignments for students in all elementary programs. The primary goal of the class assignment or "placement" process at these levels is to construct balanced classes that address the needs of individual students and provide an appropriate learning environment for all.

We recognize that each student possesses personal experiences, skills, and characteristics and that the student brings these attributes into the classroom to strengthen and enrich the classroom experience. We value classrooms that promote diversity, equity, and inclusion for all students. We believe the learning environment is stronger for

everyone when students from different racial, ethnic, learning, language, socioeconomic, religious, and cultural backgrounds have the opportunity to interact and engage in learning together.

The process for developing classes for each school year is a student-centered activity that involves the school staff, including appropriate program staff, (i.e., METCO, ELL), the child's current teacher(s), support staff, guidance counselor, assistant principal, and principal. In addition, families are encouraged to provide information about special or unique circumstances regarding their child that may inform the student placement process. Ultimately, the final decision about student placement in classes rests with the principal.

STUDENT AND FAMILY HANDBOOK
2020-2021

HIGH ROCK SCHOOL
77 FERNDALE ROAD
NEEDHAM, MA 02492

PRINCIPAL
Jessica R. Downey

Jessica_Downey@needham.k12.ma.us
(781) 455-0455

SCHOOL TELEPHONE NUMBERS

Main Number…….(781) 455-0455
Absence Phone Line……(781) 455-0455
Main Office Fax……(781) 455-0411
Nurse……..Ext. 44601
Guidance……Ext. 44602

http://highrock.needham.k12.ma.us/main/

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Language Assistance Services

ATTENTION: If you speak a language other than English, language assistance services are available to you free of charge. **Contact your child's school for assistance.**

Spanish: ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. **Contacte la escuela de su hijo para asistencia.**

Portuguese: ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. **Entre em contato com a escola do seu filho para obter assistência.**

Russian: ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные языковые сервисы на вашем языке. Обратитесь за помощью в школу, в которой учится ваш ребенок.

Haitian Creole: ATANSYON: Si ou pale yon lòt lang ke lang Anglè, sèvis asistans lang yo disponib pou ou gratis. Kontakte lekòl timoun ou an pou kapab jwenn asistans.

Cape Verdean: ATENSON: Si bu ta fala un língua diferenti di Ingles, Servísus di Apoiu Linguístiku stá disponível sen kustus. Kontakta skóla di bu fidju pa dá-bu apoiu.

Thai: โปรดทราบ:หากท่านพูดภาษาอื่นใดนอกเหนือจากภาษาอังกฤษ ท่านสามารถใช้บริการความช่วยเหลือด้านภาษาโดยไม่ต้องเสียค่าใช้จ่าย **ติดต่อโรงเรียนของบุตรของท่านเพื่อขอความช่วยเหลือ**

Romanian: ATENȚIE: Dacă sunteți vorbitor de altă limbă decât engleza, serviciile de asistență lingvistică vă sunt disponibile în mod gratuit. **Contactați şcoala copilului dvs. pentru asistență.**

Arabic: انتباه: إن كنتم تتحدثون بلغة أخرى غير الإنجليزية، فإن خدمات المساعدة اللغوية متوفرة بشكل مجاني. **تواصلوا مع مدرسة طفلكم من أجل طلب المساعدة.**

Chinese: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。**如需协助，请与您孩子的学校联系。**

Mandarin: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。**如需协助，请与您孩子的学校联系。**

Taiwanese: 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。**如需協助，請與您孩子的學校聯繫。**

Burmese: အထူးဂရုပြုရန် - အကယ်၍သင်သည် အင်္ဂလိပ်ဘာသာစကားမဟုတ်ဘဲ အခြားဘာသာစကား ပြောပါက၊ သင့်အတွက် အခမဲ့ ဘာသာစကားဝန်ဆောင်မှုများရရှိနိုင်ပါသည်။ သင့်ကလေးငယ်၏ ကျောင်းသို့ အကူအညီ ရယူရန် ဆက်သွယ်ပါ။

Vietnamese: CHÚ Ý: Nếu Quý vị nói một ngôn ngữ khác ngoài Tiếng Anh, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho Quý vị. **Vui lòng liên hệ với trường của con Quý vị để nhận được sự hỗ trợ.**

Cantonese: 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。**如需協助，請與您孩子的學校聯繫。**

Korean: 주의: 영어 외 타국어를 사용하시는 경우, 언어 지원 서비스를 무료로 제공받으실수 있습니다. **지원 문의는 자녀의 학교로 연락해 주시기 바랍니다.**

Japanese: 注意: 英語以外の言語でお話されたい場合は、言語支援サービスを無料でご利用になれます。
お子様の学校にサポートのご相談ください。

HIGH ROCK SCHOOL
77 FERNDALE ROAD
NEEDHAM, MA 02492

Dear Students & Families,

I want to extend a special welcome to each and every one of you. The year ahead will be filled with new experiences, opportunities, challenges, and growth. Everyone at High Rock is excited about working with you as you begin your journey through the middle school experience in Needham.

This journey will focus on three key values while you are at High Rock: *learning*, *self-discovery* and *caring for others*. Throughout the year your teachers, coursework, activities and experiences will provide you moments when you will examine, challenge and develop yourself in these three realms.

The alignment of HRS values to the District's Portrait of a Needham Graduate's vision and competencies ensures a consistent and connected experience for students as they move from the elementary programs through the middle school programs.

This handbook is a guide for you to understand the expectations and routines of the High Rock School. It is designed to help you have an enjoyable and successful school year. If you ever have questions about anything, the staff is here to help you. Please note that a full version of the handbook is available online on our High Rock Website.

Thank you for taking the time to review this handbook with your family. We are all looking forward to an exciting and rewarding year. We are so happy that you are here with us.

Best wishes for a successful school year.

Sincerely,

Jessica R. Downey

Jessica R. Downey
Principal

HIGH ROCK DAILY SCHEDULE

DAILY HOURS
High Rock will open to students at 7:25 a.m., school day starts at 7:40 a.m. and ends at 2:10 p.m. Students need to wait outside the main entrance to the school if they arrive before that time.

Early Release dismissal is at 11:30 a.m. All students are expected to leave the building at this time, as there is no adult supervision available.

MORNING BREAKFAST AT HIGH ROCK
Breakfast is served, "grab and go," each morning in the cafeteria from 7:25-7:40. Students wishing to purchase breakfast are asked to do so on their way into school and may eat their breakfast in Advisory.

LUNCH PERIODS
Each Cluster has their own 25-minute lunch period. Cluster lunches are scheduled as follows:
10:49 - 11:14 - Cluster 5
11:17 - 11:39 - Cluster 2
11:39 - 12:04 - Cluster 1
12:04 - 12:29 - Cluster 4
12:29 - 12:54 - Cluster 3

Students' seats are changed multiple times throughout the school year. Lunch is 25 minutes in length. Weather permitting; students are taken outside for the last 5-10 minutes of lunchtime for recess. For more information regarding lunch please see the Nutrition Services Information section of this handbook.

DAILY PROCEDURES & EXPECTATIONS

AUTOMOBILE DROP-OFF & PICK-UP

DROP OFF: Between the hours of 7-8 a.m. autos will enter the Linden Street driveway and drop off along the driveway sidewalk. Cars must drop off students prior to the crosswalk. Students must exit vehicles on the passenger side only. Cutting the line to drop off ahead of the crosswalk is not permitted. In addition, cars may not enter the lower parking lot enclosure (for staff parking only) to drop off students. Drop students off as soon as you can safely unload on a school property sidewalk. Once students have left the vehicle, drivers may pass other vehicles on the left.

PICK-UP: The pick-up line will begin in the driveway at the "pick up begins here" sign. Students must enter vehicles on the passenger side only. Parents/guardians are encouraged to queue up along the entire length of the Linden Street driveway. Please do not block driveways or street openings as you are waiting for children. We have many neighbors that must have open access to their driveways at all times for safety reasons.

BUS
The upper circle, off Ferndale Road, will be used by buses only, from 7-8 a.m. and 1:40-2:40 p.m. All automobile traffic during that time will be directed to the lower lot near the fields with one-way access off Linden Street.

WALKING & BIKING
Students are encouraged to walk or bike to school as frequently as possible. A number of crossing guards have been added at key locations, see "Drop-Off/Pick-up Map" on our website. Bicycles ridden to school should be walked on sidewalks while on school grounds and must be locked in one of the bike racks on campus. At all times, students riding bicycles are to give the "right of way" to people who are walking.

SCHOOL ATTENDANCE

The education of children is a responsibility shared by the school and parents/guardians. Teachers and parents/guardians work together to develop characteristics important in the educational growth of children. Regular attendance is essential to the learning process and helps to establish good student work habits. Participation in classroom activities is an important factor in educational success. Student absences, tardiness and early dismissals affect this learning process. Therefore students are expected to be in attendance every day of the school year from arrival to dismissal. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips scheduled during school vacations.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered as unexcused.

ABSENCES-REPORTING

In the event a child will be absent for the day, parents/guardians are expected to call the school office by 8 a.m. Parents/guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents/guardians will be contacted as soon as practical and within three (3) days of the student's absence if the parent/guardian has not contacted the school regarding an absence.

ABSENCES-EXCESSIVE

Parents/guardians will be notified when a student has been absent five (5) or more days during a trimester without a medical note. This includes both absences and late arrivals. If the pattern does not improve, the principal or designee will attempt to work with parents/guardians to develop an action plan to improve the student's attendance. In all circumstances parents/guardians are expected to work collaboratively with school staff to correct the reasons that the student is missing school. Continued excessive absences may also result in the school taking legal action to remedy the situation. **Five (5) or more unexcused tardies or absences during a trimester will make a student ineligible for the Honor Roll.**

DISMISSALS

If a student needs to be dismissed early from school, a note from the child's parent/guardian that includes the date, time and reason for the dismissal is required. On the morning of the dismissal students will present this note between 7:30 and 7:40 a.m. at the front office and then receive a dismissal pass that they will give to their teacher at the designated time. Students should be picked up at the main entrance (upper lot) at the early dismissal time.

VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS

A student who is absent from school due to a family vacation taken during the school year misses important instruction in the classroom. The school calendar is published far in advance of the school year (Spring of the previous year) to help parents/guardians plan family trips. Whenever possible, plan your family vacations to coincide with school vacations. Since assignments are based upon material that has been previously taught, work must be made up after a child returns. Assignments cannot be sent home in advance. Vacations are always considered unexcused absences from school. Students may access MyHomeworkand Google Classroom to view assignments, materials, and content posted by the teacher during a time of absence.

LATE ARRIVAL TO SCHOOL

School begins at 7:40 a.m. Students are welcome in the building at 7:25 a.m. and are late if they are not in their advisory by the 7:40 a.m. bell. A late arrival will be excused with a medical appointment note. Running late or oversleeping are not reasons for an excused absence. Parents/guardians will be notified when a student is frequently tardy and the principal or designee

will work with families to develop an action plan to improve the student's attendance. Excessive tardiness could result in further disciplinary action. **Five (5) or more unexcused tardies or absences during a trimester will make a student ineligible for the Honor Roll.**

CONTACTING SCHOOL OR HOME DURING THE SCHOOL DAY

If a parent/guardian needs to contact a student during the school day they should call the Main Office and the message will be given to that student. Students' cell phones are to be turned off and stored in lockers during the school day. Students are not permitted to use their cell phones between the hours of 7:40 a.m. to 2:10 p.m. If your child needs to contact a parent/guardian during the school day, they may ask a teacher or the Main Office for permission to use the telephone.

AFTERSCHOOL

After 2:10 p.m. all students are expected to be in a supervised area with a teacher if they are staying after school. Teachers provide after school help for students from 2:10 until 2:40 p.m. on Tuesday, Wednesday and Thursday. Students should be picked up at 2:40 p.m. when staying for after school help unless they have another after school activity at the school. On Monday and Friday all students are dismissed at 2:10 p.m.

Overview of After School Time for Students and Teachers - Tuesday, Wednesday, Thursday, from 2:10 - 2:40

There are two primary ways that after school time is structured, either teacher led or student initiated. Since time is limited after school, our focus is to provide generalized support and review. This is also an opportunity for students to connect with teachers and fellow classmates in a less formal way. It is important to note that individual tutoring or targeted instruction is not the purpose of this time for students. Here are some examples of what may occur during this time:

Teacher led:

Lead a group review session for a test/quiz
Review a concept that is misunderstood with a small group
Provide time for a student to make up a test or quiz

Student initiated:

Ask specific questions
Complete missing work
Begin homework
Work on group project
Work collaboratively with friends in a constructive space

VISITORS

Parents/guardians and visitors are required to sign in at the Main Office before proceeding to any other areas of the school. Visitors will be issued a visitor badge to wear during their time in the school. An appointment should always be made before planning to meet with a teacher or an administrator. Students not enrolled at High Rock School are not allowed to visit during the school day.

CORI PROCESS FOR VOLUNTEERS

All volunteers who may have direct and unmonitored contact with children will be required to participate in the **C**riminal **O**ffender **R**ecord **I**nformation check prior to volunteering in the school. The school secretary will provide the form to a volunteer for completion and then submit it to the Director of Personnel for processing with the Criminal History Systems Board. The Superintendent, or his designee, will review the CORI information to determine if the volunteer may have unmonitored contact with children.

SAFETY PROTOCOLS

If an evacuation of the building is necessary, students will follow the directions of the teacher and exit the building quickly and quietly.

NO SCHOOL ANNOUNCEMENT
If the conditions are severe, school will be canceled. The Needham Public Schools will utilize an emergency notification system that will contact your home phone, cell phones, and send an email using the information you have updated in PowerSchool. The "No School" announcement will also be carried by television Channels 4, 5, 7, and FOX25, and the local cable channel. Information regarding schools during inclement weather is also prominently displayed on the Needham Public Schools' Website www.needham.k12.ma.us. The quickest way to find out is on Twitter where the superintendent posts the information. (For more info: https://twiter.com/@NPS_Supt). All classes and school activities will be canceled for the day, including scheduled adult evening classes, before and after school programs, including Needham Extended Day Program (NESP), and other school-based activities. Transportation of students to out-of-district schools will be canceled on Needham's "No School" days.

Parents/guardians may opt out of the emergency notification system for weather related events only:

1. Please log on to PowerSchool and click on Update Information.
2. On the Student Data Update page, delete the telephone number in the field marked *Weather Related School Delays/Cancellations Phone*.
3. You will receive calls for other school emergencies. Alternatively, you may change the number in that box to a phone number more convenient to you and your family.
4. Contact the school secretary if you have a problem with your PowerSchool account.

TWO-HOUR DELAYED OPENING
The "Two-Hour Delayed Opening" announcement will be the same as for school closure. Parents/guardians are reminded not to send their children to school early on "Two-Hour Delayed Opening" days since the school yards may not be plowed nor will staff be available to supervise early arrivals. School will open at 9:25 a.m. and will be dismissed at 2:10 p.m.; lunch will be served at the regular times in all school cafeterias.

EMERGENCY EARLY RELEASE ANNOUNCEMENT
In the event of a severe weather emergency or some other emergency that develops during the school day, the Needham Public Schools may release students before the end of the school day. We will use the emergency notification system to alert parents/guardians. As appropriate, the Needham Public Schools will work with public safety officials to shelter students we are unable to send home.

Please do not call the Police Department, the Fire Department, the Department of Public Works, or the School Department to ask about "No School" or "Two-Hour Delayed Opening" announcements. Your call may interfere with the performance of their duties at a critical time during a storm.

MIDDLE SCHOOL CODE OF CONDUCT

STUDENT BEHAVIOR AND EXPECTATIONS

GUIDING PRINCIPLES AT THE MIDDLE SCHOOL
Middle Schools' Code of Discipline is guided by the Middle Schools' mission: *We dedicate ourselves to cultivating academic excellence, civic responsibility, and the personal growth of each member of our community.* The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has direct relationship to the school or causes substantial disruption to the school environment.

Students are expected to hold themselves accountable for maintaining conduct that will allow for an appropriate educational environment for all. When students fail to hold themselves accountable, consequences will be imposed, ranging from a discussion with an administrator or teacher to expulsion from school. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

HONOR CODE

Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in parent/guardian notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

STUDENT EXPECTATIONS

Students are expected to conduct themselves in a polite and courteous manner, which respects the rights and privileges of all members of the school community. Members of the school community include: students, faculty, substitutes, visitors, guests, and all school employees. In addition to these general expectations, the following specific rules apply:

1. Cell phones and other electronic devices must be turned off and placed in lockers from 7:25 a.m. to 2:10 p.m. If a student is found with a cell phone during the school day, it will be confiscated and will need to be picked up at the Main Office by a parent/guardian after school.
2. If a student has an Apple watch or similar wearable device, it must be kept in airplane mode during the day. Otherwise it may be confiscated and sent to the Main Office for parent/guardian pickup.
3. Misuse of a school iPad may result in an iPad being sent to the office. The iPad may remain there at the discretion of the Principal or designee, and the student will need to access classwork by another means.
4. Gum chewing is generally discouraged in class and is **only** allowed on a case-by-case basis with prior permission of the school staff.
5. All medications brought to school must be taken to and left with the nurse before school begins.
6. Students are prohibited from selling any items during school without prior approval of the Principal.
7. Students must be mindful of safety when indoors and outside at school. Unsafe behaviors such as snowball throwing or other dangerous behavior is not allowed.
8. Riding of bicycles, skateboards or rollerblading is not allowed in the bus loading area, in the driveway, or on school grounds. Bicycles ridden to school should be walked on sidewalks while on school grounds and must be locked in one of the bike racks on campus.
9. Backpacks, oversized bags, knapsacks, and gym bags are to be kept in lockers during the school day.
10. Students are expected to follow the school dress code.

Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to, assemblies, field trips, intramurals, or end-of-year activities.

DRESS CODE

Responsibility for student dress resides with parents/guardians. Students are expected to dress for school in a manner that is appropriate and helpful to the general learning environment. The Principal or his/her designee reserves the final judgment regarding the appropriateness of student clothing. If

necessary, parents/guardians will be called to bring a change of clothes for their child. The following are general expectations around dress code:

- Articles of clothing that display drugs, alcohol, tobacco or illegal activity are not allowed
- Midsections, backs, breasts, chests, and buttocks are to be covered and not become exposed as a result of movement or activity during the school day.
- Clothes that show undergarments are not allowed.
- Hats or other headwear is not allowed. Students may wear headwear for medical or religious reasons, as approved by the Principal.
- Hoods on sweatshirts may not be placed on heads. Students will not be permitted to wear their hoods on their heads in community spaces that are unstructured or have mixing of clusters. Specifically students may not put their hood on their head in the hallways, bathrooms, cafeteria, or assemblies. Teachers may choose to allow students to wear hoods on their heads during class. However, when students leave class, enter the hallway, or are in the cafeteria - their hood must be taken down.

BUS CONDUCT

The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety.

The school reserves the right to exclude students from school and/or the bus for misconduct of a serious nature that occurs at the bus stop that may impact the school environment. The right of a student to school bus transportation is a qualified right dependent on good behavior. In a case where a student seriously or continuously misbehaves, parents/guardians will be notified by the principal or designee of the school to which the student is assigned.

The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a student's conduct jeopardizes the safety and well being of other students that student may immediately be excluded from the bus.

INVESTIGATION (Interviews & Searches)

Under Needham School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

POTENTIAL CONSEQUENCES FOR SERIOUS BEHAVIOR

The following behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges.

1. Use of obscene, abusive or profane language or gestures
2. Harassment of another student especially on the basis of race, color, sex, national origin, religion, disability, sexual orientation, or homelessness.
3. Bullying, cyber-bullying or other intimidation of another student, regardless of the basis of such conduct
4. Behavior which endangers persons or property or disrupts the educational process or school activity
5. Fighting or any assault or act of violence committed against another student or school personnel

Students may be expelled under limited circumstances defined by statute (so called "Statutory Offenses) referenced in section titled: **STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW**

PROCEDURES FOR SUSPENSION

Please refer to page 23 of this handbook for detailed information regarding Needham Public Schools Procedures for Suspension.

SCHOOL/HOME COMMUNICATION

The communication between the school and home is vital in supporting the overall mission of the High Rock School community.

POWERSCHOOL

PowerSchool is an electronic information system, which tracks student data, attendance and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the Main Office. Teachers ensure that grades are up to date at the mid-term of each trimester so please use this to obtain information about student grades and progress.

REPORT CARDS

A Report Card will be sent home with your child at the end of trimester one and two, and mailed home at the end of the year for trimester three.

PARENT/TEACHER APPOINTMENTS

There are no regularly scheduled parent/teacher conferences in 6th grade as there were at the elementary level. However, parents/guardians may request a meeting with teachers. Cluster meetings, which may include some/all of your student's major subject teachers, advisory teacher, special educator and guidance counselor, may be arranged by calling your child's guidance counselor.

PRIVATE SCHOOL RECOMMENDATION PROCEDURE

Please contact the Main Office first if your child will be applying to private school and if you have further questions throughout the process.

1. All recommendation forms and transcript requests must be submitted to the Main Office a minimum of one month prior to the application deadline in order for materials to be guaranteed to reach the school before the specified due date. Please do not contact teachers prior to the office processing your request.
2. Please download and submit paper copies of all forms/recommendations your child needs completed by his/her teacher(s) and guidance counselor. At this time, we are only able to submit paper, not electronic, copies of school records and recommendations.
3. Each teacher recommendation form must be accompanied with a stamped, addressed business envelope for each school. In addition, a 9x12 envelope for each school, addressed and with three first-class stamps affixed, must be supplied to the Main Office to accommodate required transcript documents and recommendations.
4. All recommendations will be mailed directly to the school and not given to parents/guardians or students.

SCHOOL CALENDAR

Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each cluster (i.e. field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham Public Schools Website at http://needham.K12.ma.us or through the link included on the High Rock School Website.

FROM THE PRINCIPAL

The High Rock principal will communicate with parents/guardians electronically using the High Rock listserv (see below). These periodic updates will provide information regarding school activities, parent programs, special events and news from High Rock. This listserv is operated, maintained, and the property of the Needham Public Schools. The Main Office will coordinate all communication through this listserv.

Parents/guardians are responsible for signing up to become a member of the High Rock listserv. In addition, **please note that it is the parents/guardians responsibility to manage the accuracy of the email addresses on record.** The school holds no responsibility to update or change the email contact information contained within the list. The address where parents/guardians can sign-up to be a member of the High Rock listserv is: **http://lists.needham.k12.ma.us/mailman/listinfo/highrock**

HIGH ROCK SCHOOL WEBSITE

The High Rock School maintains a comprehensive school Website, which includes a range of information about each department, the Program of Studies, and student services at High Rock. Current news, events and resources will also be included on the Website. Please visit us at: http://highrock.needham.k12.ma.us/home

HIGH ROCK SCHOOL TECHNOLOGY WEBSITE

Another valuable resource for parents/guardians is the High Rock School Family Tech Resources. This site is designed to give students and parents/guardians information and resources that help you as a family navigate the digital world and maximize your student's learning experience. To access this Website go to: https://sites.google.com/a/needham.k12.ma.us/hrtechresources/home

PARENT COMMUNICATION GUIDELINES FOR EMAIL

You can expect a response or an acknowledgement from a staff member that the email or phone call was received within two school days. This may seem long, but given the full plate of challenges teachers face, this is a manageable guideline. If you don't hear back from a teacher within the two-day timeframe, please try one more time (or use a different medium) before letting frustration set in.

The probability that email will be an effective form of communication from a parent/guardian to teacher is high for the following types of communication:

- FYI's (no response needed). Example: "I will be out of town for the coming week. Alex will be staying with our neighbors, Mr. and Mrs. Friendly. Their phone number is …"
- Short exchanges. Example: "My son has lost his textbook. How do I go about acquiring a new one?"

The probability that emails will not be effective from a parent/guardian to teacher is high when:

- Strong emotion is present. Anger and frustration are often misinterpreted and misunderstood with email.
- When emails move beyond two exchanges … an exchange being a set of questions followed by a response.

When a complex response if needed, the best route is to send an email to a teacher asking for a mutually convenient time to talk on the phone about the issue.

HOMEWORK

In general, students can expect to complete some homework each night (ranging from 1-2 hours). Sometimes students will be expected to work on long-term assignments at home. Nightly, there may be some homework that requires students to use their iPads; however, the amount of time for this homework should not exceed 1 hour. If students are on their iPads at home for an excessive amount of time for "homework", you may take it away and let your child's teacher know so we can help create a better plan..

Students should develop a routine for homework with a time and place that helps them do their best and come to school prepared with homework and materials needed for all classes. Students should establish and use a study buddy for absences and make up work in a timely fashion when absent.

INDEPENDENT READING
Students are required to read at least 180 minutes each week at home. Research has consistently shown that sustained, self-selected reading leads directly to gains in vocabulary and reading achievement. High Rock School recognizes the importance of independent reading to student growth and development in literacy. Reading time will be logged using bookmarks that are maintained in the Flex classrooms. Students should expect that reading bookmarks will be assessed periodically to help develop and sustain long-term reading goals.

Each student at High Rock will have 20-30 minutes, every other day for independent reading at school. This time may count toward the 180 minutes required. Students are expected to come to IR prepared with a book and to use the IR time for reading.

TEXTBOOKS/LIBRARY BOOKS/CLASSROOM TEXTS
Students are responsible for all books issued to them. Students who have textbooks stolen from their desk or locker should immediately report the loss to their subject teacher and the Main Office. Subject teachers will issue temporary books until such time as the originals have been found. Students should check the Lost and Found and make an exhaustive search before new books are issued. Students will be charged a district fee to replace any books lost or stolen.

SCHOOL LIFE

HONOR ROLL
High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria:

Honors	A grade of “B” or higher in all subjects, and an effort grade of 1 or 2.
High Honors	An “A-” or higher in all subjects, and an effort grade of 1 or 2.

Five (5) unexcused tardies during a trimester will make a student ineligible for Honor Roll.

PROMOTION TO GRADE 7
Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts, in order to be promoted to Grade 7.

Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be promoted to the next grade level. The Principal must approve a student’s summer school program in order for the credit to be accepted by High Rock School.

TEACHER ASSISTANCE TEAM
Our Teacher Assistance Team (TAT) is a faculty group who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of the High Rock students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners.

MEDIA CENTER
Students are encouraged to use the library before advisory begins, and may come after school during extra help time, from 2:10 to 2:40 p.m. Students may also get permission from their teachers to visit the library during class time. A book borrowed from the Media Center and not returned on the date due becomes a financial obligation for the student to whom it was issued.

LIBRARY DATABASES
The library databases are an essential resource for High Rock students. To access them at school or home, start at High Rock's Library Website: http://highrocklibrary.weebly.com. Passwords for the databases are available from the Website to everyone with a Needham Public Schools Google account.

FIELD TRIPS
Attendance on a school-sponsored trip that is not a part of required class activities is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the Principal or Assistant Principal the student's pattern of behavior is deemed inappropriate or potentially disruptive to the planned trip. Please note that field trip money may not be refundable. Financial assistance is available to families.

GUIDANCE
The Guidance Department at High Rock School will be working closely with all the 6th grade students during the transition to High Rock School. They will provide classroom, small group and individual opportunities for discussion about concerns, celebrations and topics of interest to our grade 6 students. Students may request a meeting with the Guidance Counselor at any time and parents/guardians are always encouraged to make an appointment to discuss their child's overall school performance or specific concerns that may arise.

SPECIAL EDUCATION SERVICES
Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the team to understand their children. If determined to be eligible for special education services, a team meeting, including parents/guardians and teachers, develops an Individualized Education Program (IEP) for the student. This program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's/guardian's permission. If you would like more information or believe your child may have a disability, please contact your child's guidance counselor or your school's principal.

HIGH ROCK AFTER SCHOOL CLUBS
There are a number of after school clubs offered to High Rock students free of charge. Clubs meet on a regular basis. These clubs are open to all students. All programs are under the direction and supervision of faculty advisors. Calendars for these days are determined and posted on our Website at the start of the school year.
Student Leadership Team - The members of the SLT plan activities to enrich school life. This leadership program is open to all students throughout the school year.
Yearbook Committee - The members of the Yearbook Committee help design and develop the yearbook. The team consists of photographers, editors and designers.
Math Team - The Math Team works on problem solving, math skills and the opportunity to compete with other middle schools in two national competitions (Math Olympiad & Continental Math League).
Environmental Club - In the Environmental Club, students learn about recycling and other environmental issues. They also develop and execute plans to spread awareness about ways to help the environment.

NCE MIDDLE SCHOOL PROGRAM
A fee-based after-school enrichment program called NCE Middle School Programs is available to all students. The goal of the program is to engage 6th graders in fun and enriching activities, introduce them to new skills, and help students and teachers make connections outside the classroom setting. The after-school activities are generally scheduled for one afternoon per week for approximately 10 weeks. There is a fall and a spring session. A late bus is available for the two 10-week sessions. For more information on NCE Middle School Program go to the Needham Public Schools Website and click on Community Ed www.needham.k12.ma.us or call Community Education at (781) 455-0400, ext. 11222.

SCHOOL COUNCIL
The School Council is a representative, school building-based committee that includes the principal, parents/guardians, teachers, and community members. Each school in Massachusetts is mandated by state law to have a School Council. School Councils assist principals by reviewing the school budget and developing the School Improvement Plan. Requests for parent/guardian members will occur at the start of every school year. Parents/guardians may contact the principal directly to share their interest.

HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (PTC)
Although High Rock is an independent 6th grade school, structures are intentionally created to link Pollard Middle School (7th/8th grades) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single High Rock-Pollard Parent Teacher Council (PTC) for both schools. The PTC actively supports the middle school community with volunteers, fund-raising and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities, and to provide grants to teachers and staff.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)
The SEPAC receives its statutory authority from the Chapter 71B, Section 3 of the Massachusetts General Laws. This authority is also codified in the Code of Massachusetts Regulations (CMR), 603 CMR 28.07(4). The SEPAC's business duties include, but are not limited to:

- advising the district on matters that pertain to the education and safety of students with disabilities;
- meeting regularly with school officials; and
- participating in the planning, development, and evaluation of the school district's special education programs. The mission of the SEPAC is to work for understanding of, respect for, and support of all children with special needs in the community.

NEEDHAM SCHOOL NUTRITION SERVICES INFORMATION

The High Rock cafeteria is open every school day for breakfast and lunch, ~~(except early release days)~~, serving many choices of nutritious hot and cold ~~lunches~~ meal options. The Nutrition Services department is dedicated to being a leader in quality nutritious school meals and has won two Healthier US School Challenge awards. The department is directed by a Registered Dietitian, and supported by a second Registered Dietitian as Nutrition Outreach Coordinator. The Cafeteria Staff are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their "nutrition classroom", and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, kid-friendly, and nutritious. The menu of the day changes, but every day there are other lunch options available , including Chicken Caesar Salad, various sandwiches, Hamburgers, Chicken Patties, Bagel & Yogurt or Cheese. Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

The menu and nutritional information, as well as allergy and ingredient information, are available on the Nutrition Service Department page of the Needham School District website. www.needham.k12.ma.us.

~~**Meal prices will finalize in late April**~~ ~~**Reduced price:**~~
~~Lunch: (TBD)~~ ~~$.00 (fee waived for 2019-2020)~~

~~**High Rock Items for sale:**~~

~~**LUNCH**~~ ~~Includes 5 components, per USDA: Meat (or Meat Alternate), Grain, Fruit, Vegetable & milk.~~

~~The student must take at least 3 components and must take a fruit or vegetable for it to be considered a 'meal'.~~

~~**A la carte**~~ ~~See below~~

Free or Reduced Priced Lunches:
Families who may automatically qualify for free or reduced price meals through a match with the Massachusetts HHS agency, will be notified before school begins in September. Other families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time throughout the year if the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available on our website, in the school office, or the Nutrition Service office at the Administration Building. An on-line application is also available at lunchapp.com.

What do you get with a "LUNCH"? & What is NOT included

Students who qualify for free or reduced price meals are able to get one complete lunch for free or reduced price per day.

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice)
  - "Entrée" is the protein item and grain item (usually together, ie: Hamburger on bun)
- Fruits & Vegetables. We don't limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. 1%, Fat-free, Fat-free Chocolate or Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert - if it is written on the menu for the day (usually 1-2 x/week)

Other **A la carte items** are available at High Rock FOR SALE, which are NOT included in the LUNCH price. These items that are not included are as follows:

- ~~2nd Entrée $2.00~~
- A few "A-list" (healthy) Snack choices (baked chips, etc) ~~$.50 - $1.00~~
- 8 oz water ~~$.50~~
- ~~4 oz yogurt $.50~~

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

~~Students are not allowed to "go negative" in their lunch account for snacks. (only for LUNCH). Please talk with your child if you want to limit what they buy.~~

How the automated cafeteria payment system works:

- Every student has their own personal lunch account and PIN number (automatically assigned when enrolled- whether or not they ever use it).
- Parents/Guardians deposit money into the student's account by check via the school cafeteria, on-line (credit card or electronic check), or cash (see **How to prepay** information below).
- Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents can access this information (see #10 below).
- Pre-payment into the account is strongly encouraged- as it is much faster, however paying with cash is an option.
- Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte items (above) are not free nor available at reduced price. Only the meal.
- All students access their accounts at the cash register by entering their 4-digit PIN number on the PIN pad located at the register. Each child's unique PIN number is confidential and should

not be shared. The PIN number stays the same from year to year until High School, when the number is changed to a 5-digit number. You will be notified of this number in the Welcome Back to School letter from Nutrition Services. If a student does not remember it, the cashier can access their account through the computer register by their name.

When the lunch account gets low:

- Students are notified at the cash register.
- An automated 'Low Balance Email' is sent on Monday evenings to the parent/guardian of students whose lunch account is at $25.00 or below.
- A second 'Low Balance Email' is sent on Thursday evenings if balance is $15 or below.

Negative Lunch Accounts

- When an account goes below zero, only a complete breakfast and/or lunch can be purchased- ~~no a la carte items.~~
- The automated "Low Balance Email" that is sent on Monday and Thursday evenings (see above) serve as a further request to deposit money into the lunch account.
- If we have no email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

Credit limit /Negative Balance follow-up

- If a student's lunch account reaches negative $10.00 and there has been no response to email requests for deposit, the Cafeteria Manager will call the home to notify the parent/guardian about the negative account and to resolve the negative balance.
- If the account remains negative and reaches -$20.00, then the delinquent account is referred to the Nutrition Services Director's office and additional attempts are made to reach parent/guardian via cellphone and/or work phone numbers.
- If the account remains negative and continues to increase in debt, the matter is referred to the school Principal for follow up with the parent/guardian.
- Beyond that, delinquent lunch accounts will be referred to a debt collection agency.

Tracking lunch accounts

- Parents can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Service website: "MyLunchAccount instructions". You will need the students Powerschool student ID number for this (get from school secretary).

Please make sure the school secretary has your correct email address in Powerschool , as our lunch software system uploads the information from Powerschool.

How to Prepay:

1. Deposit funds via on-line at schoolpay.com. There is a link to the current online payment provider, School Pay, on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's 5-digit Online Payment ID number specifically assigned for this on-line payment service. You can get that number and instructions for setting up account in Powerschool or from your school secretary.
2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and 4 digit PIN number.

Food Allergies:

Nutrition Services is informed by the school nurse as to any food allergies students have. It is entered into the computerized point of sale system so that an alert comes up to cashier about what the student is allergic to. The cashier must acknowledge that alert, and checks the tray to assure there are no foods on the tray that the student is allergic to. We accommodate documented food allergies, including gluten-free diets. See website for more detail.

Website: needham.k12.ma.us Departments: Nutrition Services

There is lots of information on the Nutrition Services website, as well as pictures of the cafeterias and meals. Check it out!

Call Nutrition Services:
Barbara Buckley, Cafeteria Manager @ High Rock. 781-455-0455 x44001

Feel free to call the Nutrition Services Office with any questions or comments: 781-455-0400:
X11219 for Mirella Santucci, Nutrition Services Bookkeeper
X11216 for Ruth Griffin, Nutrition Services Director
X11237 for Jen Tuttelman, Nutrition Outreach Coordinator
X11285 for Barb Pitney, Nutrition Services Secretary

HEALTH SERVICE POLICIES

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

Health History

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/guardian and submitted to the school nurse prior to school entry for all students.

Required Immunizations

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet the grade entry immunization requirements.

Exemption

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For a religious exemption, the parent/guardian must submit a letter annually to the school nurse stating that a vaccine conflicts with their sincere religious beliefs.

Physical Examination

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon

entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

Tuberculosis (TB) Testing

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

Medication Policy

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parental permission form. **Medication will not be administered until all required documents are completed and received by the School Nurse.** These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
- students with asthma or other respiratory diseases may possess and self-administer prescription inhalers
- students with life-threatening allergies may possess and self- administer epinephrine via an auto-injector
- students with cystic fibrosis may possess and self-administer prescription enzyme supplements
- students with diabetes may possess and self-administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

Children with Special Health Care Needs

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

Concussions

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student <u>each day</u> to assess recovery, update return to academics checklist, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol

- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics as applicable

Symptoms to look for following a blow to the head:

- Headache or "pressure in head
- Nausea or vomiting
- Loss of consciousness (even briefly) or groggy
- Sensitive to noise and/or light
- Blurred or double visions
- Appears dazed or stunned
- Is confused about assignment
- Confusion: cannot recall events prior to hit or fall
- Answers questions slowly

- Forgets sports plays
- Unsure of game, score, or opponent
- Moves clumsily
- Shows behavior or personality changes
- Feeling sluggish, hazy, foggy
- Concentration or memory problems changes
- Balance problems or dizziness
- Can not recall events after hit or fall

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

What to do if your son/daughter has had a concussion:

1. **Seek medical consultation**. If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she/they has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

Life-Threatening Food Allergy

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.

Key points of the policy for Life-threatening Food Allergy include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.

- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each students with a medically diagnosed life-threatening food allergy
- The school programs are not declared as “allergen free” and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

RESPONSIBLE USE OF DIGITAL RESOURCES

Students and his/her parent/guardian are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

Student email

Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Roles and Responsibilities

Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical
- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS must use the public guest NPS network
- Devices, including student owned devices, that disrupt the educational process or operation of the

NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

Respect and protect the intellectual property of others
- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

Safety and privacy of self and others
All users are expected to adhere to principles of safety and privacy.
- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or others without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent or guardian or teacher

Respect and practice the principles of community
Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.
- Students will report threatening or discomforting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).
- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

  Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

Notification of Student Access to Digital Tools
There will be a number of digital resources that teachers may use as educational tools with students. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. If such tools require student accounts, then students will be guided through the process to use a school-appropriate username and password. Examples of such tools are the following:

Khan Academy
Khan Academy is a free online resource that allows students to learn anytime, anywhere, with material that is uniquely appropriate for them. Students can explore new topics and practice their skills by using

interactive practice and tutorials. Teachers will use this app when they feel appropriate; not all teachers will use this app. When used in class teachers will assist with log-in.
Website: www.khanacademy.org
Terms of Service: www.khanacademy.org/about/tos
Privacy Policy: www.khanacademy.org/about/privacy-policy

Quizlet
Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. Quizlets can be made by teachers and shared or made by students as a study tool. Teachers will use this app when as appropriate, though not all teachers will use it. When used in class teachers will assist with log-in.
Website: https://quizlet.com/
Terms of Service: https://quizlet.com/tos
Privacy Policy: https://quizlet.com/privacy

Newsela
Newsela is a resource that provides teachers, parents, and students with over 1,000 current event articles scaled at five different reading comprehension levels. Newsela uses leveled articles and real-time assessments to build comprehension. Articles are aligned to curriculum standards and often include lesson plan components such as writing prompts and quizzes.
Website: https://newsela.com/
Terms of Service: https://newsela.com/pages/terms-of-use/
Privacy Policy: https://newsela.com/pages/privacy-policy/

Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources

PROCEDURES FOR SUSPENSION & EXPULSION

GENERAL INFORMATION REGARDING SUSPENSION
Any student who is suspended from school will be given the opportunity to make up schoolwork as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.
Except in the case of Statutory Offenses described later in this handbook, students may not be suspended more than 90 days in a school year and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate.
If student in preschool or in grades K through 3 is to be suspended, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)

A. <u>In-School Suspension For Less Than 10 Cumulative Days During A School Year</u>

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent/guardian after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

3. The administrator will send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent/guardian after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

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

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 25.

B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)

Except in the case of an Emergency Removal as provided on page 26 prior to imposing a short-term out-of-school suspension **(10 days or less in a school year) an administrator will** provide the student and his/her parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent/guardian will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
   a) the disciplinary offense;
   b) the basis for the charge;
   c) the potential consequences, including the potential length of the student's suspension;
   d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
   e) the date, time, and location of the hearing;
   f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;

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

2. Efforts to Involve Parent/Guardian: The administrator will make reasonable efforts to include the parent/guardian in the hearing. To conduct a hearing without the parent/guardian present, the

administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent/guardian of his/her 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. The notice of determination may be in the form of an update to the original written notice of hearing.

C. Procedures For Long -Term Suspension

Except in the case of an Emergency Removal (see Section D) prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. Notice: The notice will include all of the components for a short-terms suspension in Section C above, plus the following:
   a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
   b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense;
   c) 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;
   d) the right to cross-examine witnesses presented by the school district;
   e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent/guardian upon request; and
   f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and the parent/guardian. If the administrator decides to suspend the student on a long-term basis, the written determination will:
   1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
   2. Set out the key facts and conclusions reached;
   3. Identify the length and effective date of the suspension, as well as a date of return to school;

   4. Include notice of the student's opportunity to receive education services to make

academic progress during the period of removal from school (if more than 10 cumulative days);

5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

    a) the process for appealing the decision, including that the student or parent/guardian 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/guardian 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
    b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

D. <u>Exception For Emergency Removal</u>

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.
The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.
The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent/guardian as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent/guardian 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 administrator, student, and parent/guardian.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. <u>Appeal To The Superintendent</u>

If a decision by an administrator, following the parent/guardian meeting, results in suspension of a student for more than <u>10 cumulative school days for the school year</u>, the student may appeal the decision to the superintendent. In order to do so the student or parent/guardian must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
The following apply:

- The superintendent will make a good faith effort to include the parent/guardian in the hearing. The superintendent will 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/guardian and superintendent to participate. The superintendent will send written notice to the parent/guardian of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request. The superintendent will 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/guardian upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Conduct Which May Lead To Expulsion (Statutory Offenses)
Students are subject to suspension/expulsion by the Principal for the conduct listed below, subject to the procedures set forth in M.G.L. Ch. 71, § 37H (see below).

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.
Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2 (see below).

STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW:
When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the

hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent/guardian of the impending suspension; this shall include attempts to contact the parents/guardians at home and at work. Parents/guardians may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:
   a. The reason for the suspension
   b. A statement of the effective date and duration of the suspension
   c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his/her parents/guardians to review the charge and the applicable standards if the Principal deems appropriate.

STATUTE: CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)

a. 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 limited to, a gun or a knife; or a controlled substance as defined in Chapter 94 C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
c. 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/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a or b.
d. 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 10 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.
e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under Section 21 of Chapter 76.

STATUTE: FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H1/2)

Notwithstanding the provisions of Section 84 and Sections 16 and 17 on Chapter 76;

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such

suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal no later than 5 calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.
   The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under Section 21 of Chapter 76. If the student moves to another district during the period the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under Section 21 of Chapter 76.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et. seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents/guardians, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents/guardians, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Support Services, who can be reached at 781-455-0400 x 213.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent/guardian refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the

student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act
Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individual knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

LEGAL NOTICES AND SELECTED POLICIES

Discrimination and Harassment Grievance Procedures

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under to Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00 and the Age Act. This policy applies to all students, and staff, as well as members of the general public.

Definitions
For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.

B. "Discrimination" means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age

by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Needham Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal, or to the District's Civil Rights Coordinator. If the school principal receives the report, he or she will

notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

The District's Civil Rights Coordinator is:

For employees: Alex Montes-McNeil
Assistant Superintendent for Human Resources
alex_mcneil@needham.k12.ma.us
781-455-0400 x11208

For students and families: Mary Lammi
Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us
781-455-0400 x11213

B. District staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

C. Students, employees and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8th Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-669-6820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196 (TTY).

Complaint Handling and Investigation

A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated

by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:

    1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
    2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
    3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the results of the investigation, an appeal may be made to the appropriate

Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

DISTRICT MEETINGS, PROGRAMS, ACTIVITIES

The Needham Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

- All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.
- Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools
1330 Highland Avenue
Needham, MA 02492
(781) 455-0400 x 11203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method, which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Assistant Superintendent for Student Support Services for more information: (781) 455-0400 x 11213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

SPECIAL EDUCATION SERVICES

Special Education services provide specialized instruction to students who have been identified through testing, as having an educational disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents/guardians and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's/guardian's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal.

Educational Opportunities for homeless, foster care, and military connected students

Homeless students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

The district liaison for homeless students and their families is Mary Lammi, Assistant Superintendent for Student Support Services.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another

district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

Educational Opportunities for Children in Foster Care

The district ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

The points of contact for the district include:

Julie Muse-Fisher, Executive Director of Special Education
julie_musefisher@needham.k12.ma.us

Mary Lammi, Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Educational Opportunities for Military Children
In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.
Definitions
Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.
Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.
The District's responsibilities to eligible children include the following:
• Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
• Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
• Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
• In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
• The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
• Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.

• The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.
LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

NEEDHAM PUBLIC SCHOOLS BULLYING POLICY

NEEDHAM PUBLIC SCHOOLS BULLYING POLICY
Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

Further the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:
- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- by training staff in identification of bullying, prevention and intervention techniques for bullying
- by providing time in classrooms/morning meetings for teachers to focus on bullying prevention so that they can provide tools for students
- by establishing and enforcing school rules and policies related to bullying

A. Definitions

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

a. causes physical or emotional harm to the target or damage to the target's property;
b. places the target in reasonable fear of harm to himself or of damage to his property;

c. creates a hostile environment at school for the target;
d. infringes on the rights of the target at school; or
e. materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

i. the creation of a web page or blog in which the creator assumes the identity of another person;
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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
iii. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Needham Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an

extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: A staff member, parent/guardian, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

Reporting to School Committee: If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. **Investigation**

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parent/guardian conferences;
- Enhancing adult supervision on school premises.
- Limiting or denying student access to a part, or area, of a school.
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities.
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students.
- Transferring student's classroom or school.

Closing the Complaint and Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the student aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents/guardians—unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

Within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target or will otherwise determine whether there has been any recurrence of the prohibited conduct.

Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Please see School Committee Policy JCFB Bullying for a full statement on the district's policy regarding bullying and cyber-bullying.

POLICY PROHIBITING HAZING

Students are strictly prohibited from participating in initiation or membership rites in connection with school-sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletic and other school-sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the Principal or his/her designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it and fail to report it can expect to be excluded from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

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

The term “hazing” as used in this section and in Section 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced to 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 of safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of these sections to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (See M.GL. c. 269, S17-19).

PHYSICAL RESTRAINT OF STUDENTS & TIME OUT PROCEDURE

Physical Restraint

School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student’s freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or his/her designee will make reasonable efforts to verbally inform the student’s parent/guardian of the restraint within 24 hours and will provide written notice within three school working days by email address provided by the parent/guardian (or by regular mail to the parent/guardian postmarked within three school working days of the restraint.)

Time-out

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from Mary Lammi, Assistant Superintendent of Student Support Services, who can be reached at 781-455-0400 x11213.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

a. The **right to access** the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

b. (b) The **right to request amendment** of the student's education records. Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

c. (c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

d. As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parent's/guardian's names, address, parent's/guardian's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the Assistant Superintendent for Student Support Services no later than October 1 of each school year**.** Absent receipt of a written objection for the parent/guardian or eligible student by that date, this information will be released without further notice or consent**.**

e. (d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

f. (e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent/guardian must be notified and have an opportunity to receive a copy of any of the information.

g. (f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed up to 7 years after leaving school provided prior notice is given to the student.

GUIDELINES FOR THE ASSIGNMENT OF STUDENTS

These guidelines are intended to provide direction and to promote understanding about class assignments for students in all middle school programs. The primary goal of the class assignment or "placement" process at these levels is to construct balanced classes that address the needs of individual students and provide an appropriate learning environment for all.

We recognize that each student possesses personal experiences, skills, and characteristics and that the student brings these attributes into the classroom to strengthen and enrich the classroom experience. We value classrooms that promote diversity, equity, and inclusion for all students. We believe the learning environment is stronger for everyone when students from different racial, ethnic, learning, language, socioeconomic, religious, and cultural backgrounds have the opportunity to interact and engage in learning together.

The process for developing classes for each school year is a student-centered activity that involves the school staff, including appropriate program staff, (i.e., METCO, ELL), the child's current teacher(s), support staff, guidance counselor, assistant principal, and principal. In addition, families are encouraged to provide information about special or unique circumstances regarding their child that may inform the student placement process. Ultimately, the final decision about student placement in classes rests with the principal.

POLLARD MIDDLE SCHOOL
200 HARRIS AVENUE
NEEDHAM, MA 02492

STUDENT AND FAMILY HANDBOOK
2020-2021

Principal:
Ms. Tamatha Bibbo

Middle School Assistant Principals:
Ms. Megan Bonomolo- Grade 7
Mr. Jeremy Greenwood- Grade 8
Special Education Coordinator – Ms. Emma Madden
Math Curriculum Coordinator – Ms. Tammy Ghizzoni
Science Curriculum Coordinator – Mr. Mark Healey
ELA Curriculum Coordinator –Ms. Elizabeth Welburn
Social Studies Curriculum Coordinator – Ms. Brooke Kessel

SCHOOL TELEPHONE NUMBERS

Main Number.....(781) 455-0480
Main Office Fax.....(781) 455-0413
Grade 7 Office..... Ext. 33004
Grade 8 Office..... Ext. 33002
Nurse..... Ext. 33237
Media Center..... Ext. 33014
Internet..... http://pollard.needham.K12.ma.us/

Language Assistance Services

ATTENTION: If you speak a language other than English, language assistance services are available to you free of charge. **Contact your child's school for assistance.**

Spanish: ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. **Contacte la escuela de su hijo para asistencia.**

Portuguese: ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. **Entre em contato com a escola do seu filho para obter assistência.**

Russian: ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные языковые сервисы на вашем языке. Обратитесь за помощью в школу, в которой учится ваш ребенок.

Haitian Creole: ATANSYON: Si ou pale yon lòt lang ke lang Anglè, sèvis asistans lang yo disponib pou ou gratis. Kontakte lekòl timoun ou an pou kapab jwenn asistans.

Cape Verdean: ATENSON: Si bu ta fala un língua diferenti di Ingles, Servísus di Apoiu Linguístiku stá disponível sen kustus. Kontakta skóla di bu fidju pa dá-bu apoiu.

Thai: โปรดทราบ: หากท่านพูดภาษาอื่นใดนอกเหนือจากภาษาอังกฤษ ท่านสามารถใช้บริการความช่วยเหลือด้านภาษาโดยไม่ต้องเสียค่าใช้จ่าย **ติดต่อโรงเรียนของบุตรของท่านเพื่อขอความช่วยเหลือ**

Romanian: ATENŢIE: Dacă sunteţi vorbitor de altă limbă decât engleza, serviciile de asistenţă lingvistică vă sunt disponibile în mod gratuit. **Contactaţi şcoala copilului dvs. pentru asistenţă.**

Arabic: انتباه: إن كنتم تتحدثون بلغة أخرى غير الإنجليزية، فإن خدمات المساعدة اللغوية متوفرة بشكل مجاني. **تواصلوا مع مدرسة طفلكم من أجل طلب المساعدة.**

Chinese: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。**如需协助，请与您孩子的学校联系。**

Mandarin: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。**如需协助，请与您孩子的学校联系。**

Taiwanese: 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。**如需協助，請與您孩子的學校聯繫。**

Burmese: အထူးဂရုပြုရန်_ အကယ်၍သင်သည် အင်္ဂလိပ်ဘာသာစကားမဟုတ်ဘဲ အခြားဘာသာစကား ပြောပါက၊ သင့်အတွက် အခမဲ့ ဘာသာစကားဝန်ဆောင်မှုများရရှိနိုင်ပါသည်။ သင့်ကလေးငယ်၏ ကျောင်းသို့ အကူအညီ ရယူရန် ဆက်သွယ်ပါ။

Vietnamese: CHÚ Ý: Nếu Quý vị nói một ngôn ngữ khác ngoài Tiếng Anh, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho Quý vị. **Vui lòng liên hệ với trường của con Quý vị để nhận được sự hỗ trợ.**

Cantonese: 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。**如需協助，請與您孩子的學校聯繫。**

Korean: 주의: 영어 외 타국어를 사용하시는 경우, 언어 지원 서비스를 무료로 제공받으실수 있습니다. **지원 문의는 자녀의 학교로 연락해 주시기 바랍니다.**

Japanese: 注意: 英語以外の言語でお話されたい場合は、言語支援サービスを無料でご利用になれます。**お子様の学校にサポートのご相談ください。**

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ADMINISTRATION
2020-2021
Pollard Middle School Phone Number: 781-455-0480

Main Office
Ms. Tamatha Bibbo, Principal, ext. 33011
Ms. Linda Riley, Lead Secretary, ext. 33003
Ms. Paulina Corbett, Sr. Bookkeeper, ext. 33005
Ms. Linda Alexander, Secretary, ext. 33001

Grade Level Offices
Ms. Megan Bonomolo, Assistant Principal, ext. 33010
Ms. Deb Negoshian, Grade Level Secretary, ext. 33002
Mr. Jeremy Greenwood, Assistant Principal, ext. 33012
Ms. Gianna Giannacopoulos, Grade Level Secretary, ext. 33004

Guidance Office
Ms. Sascha D'Angelo, Guidance Counselor, ext. 33234
Ms. Kristen Gosselin, School Adjustment Counselor, ext. 33045
Ms. Julianne Pizzi, Guidance Counselor, ext. 33236
Ms. Carol Sargent, School Adjustment Counselor, ext. 33200
Mr. Mark Yetman, Guidance Counselor, ext. 33232

Special Education
Ms. BethAnn Amendt, Special Education Team Chairperson, ext. 33227
Ms. Emma Madden, Special Education Coordinator, ext. 33195
Ms. Linda Keller, Program Assistant, ext. 44404

Middle School Curriculum Coordinators

Math	Ms. Tammy Ghizzoni, ext. 44504
Science	Mr. Mark Healey, ext. 44505
ELA	Ms. Elizabeth Welburn, ext. 44507
Social Studies	Ms. Brooke Kessel, ext. 44506
METCO Coordinator	Ms. Leslie Smart, ext. 33318

K-12 Directors

Guidance	Mr. Tom Denton	781-455-0800, x 22130
Fine & Performing Arts	Ms. LeeAnn Sutton	781-455-0800, x 22440
Health Services	Ms. Barbara Singer	781-455-0800, x 22382
Media & Technology	Ms. Jean Tower	781-455-0471, x 22458
METCO Program	Dr. Joanne Allen-Willoughby	781-455-0800, x 22522
K-8 SPED Director	Julie Muse-Fisher	781-455-0400, x 11215
Wellness	Dr. Kathy Pinkham	781-455-0800, x 22140
World Languages	Dr. Elizabeth Zajac	781-455-0800, x 22745

It is the policy of Needham Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, age or disability in its education programs, services, activities or employment practices.

POLLARD MIDDLE SCHOOL

Needham, MA 02492

August 2020

Dear Students & Families:

Welcome to Pollard Middle School! On behalf of the school community, we are excited to welcome you to our school and provide this handbook as an aid for you and your student to use throughout the school year.

This student handbook has been developed through a collaborative effort between faculty, students, and the Pollard School Council. At Pollard, we have dynamic and talented faculty and staff who are passionate about teaching and learning, and believe that learning requires a partnership between the school and home. As a result, we have included in the following pages pertinent school information, such as daily procedures, programs, and policies. Most importantly, the handbook will be a resource for you and your student to learn about the school community's expectations for our students and to understand what we aspire to develop in our students.

At Pollard, students experience a dramatic shift in their cognitive abilities as they move from a concrete mode of thought to a more abstract level of thinking. Consequently, the middle school program is designed to nurture the intellectual, ethical, social, emotional, and physical development of students moving from childhood to adolescence. At Pollard, we strive to support our students as curious, active, and engaged learners. We hope to inspire each student as a scholar, an artist, a musician, a volunteer, an athlete, an entrepreneur, and so much more. To the end, Pollard provides a wide-variety of programs for student involvement both during and after the regular school day. We strongly encourage students to take advantage of the opportunities offered.

We hope that this school year is a positive one for you and your student. We will work tirelessly to support the academic achievement, motivation, and development of an appreciation and enjoyment of learning for your student.

In partnership,

Tamatha L Bibbo

Ms. Tamatha L. Bibbo
Principal

POLLARD MIDDLE SCHOOL

2020-2021 BELL SCHEDULE

	GRADE 7		GRADE 8	
Doors Open	**7:35 am**		**7:35 am**	
Advisory	7:50 – 8:03		7:50 – 8:03	
Period 1	8:06 – 9:01		8:06 – 9:01	
Period 2	9:04 – 9:59		9:04 – 9:59	
Period 3	10:02 – 10:57		10:02 – 10:27 **Lunch 10:27 –10:55** 10:57 – 11:27	10:02 – 10:57 **Lunch 10:57 – 11:25**
Period 4	11:00 – 11:55		11:30 – 12:25	11:28 – 12:25
Period 5	**Lunch 11:55 -12:23** 12:26 – 1:22	11:58–12:28 (part1) **Lunch 12:28 – 12:56** 12:58-1:23 (part2)	12:27– 1:22	12:27 – 1:22
Period 6	1:25 – 2:20	1:25 – 2:20	1:25 – 2:20	1:25 – 2:20
Student Dismissal	2:20 pm		2:20 pm	
***After School Help**	2:20 – 2:50		2:20 – 2:50	
After School Activities	2:50 - Varies		2:50 - Varies	

* After School Help is offered on Tuesdays, Wednesdays, and Thursdays.

We dedicate ourselves to cultivating academic excellence,
civic responsibility, and the personal growth of
each member of our community.

We Know:

Students enter Pollard Middle School at a critical phase of their development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students strive for self-acceptance and a sense of belonging, which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

We Believe:

- All students can learn, and it happens at varying rates through multiple learning styles.
- Active learning requires taking risks, and mistakes are valuable for learning.
- Learning through a broad-based curriculum and exposure to different perspectives are integral to educating the whole child.
- Learners should feel safe, cared for, and valued.
- Learning requires a partnership between school, home, and the community.

We Work To Provide:

- A student-centered curriculum that is experiential, interdisciplinary, and exploratory.
- A staff that plays multiple roles in fostering student growth, as they provide knowledge, serves as role models, and responds to each individual's needs.
- A middle school environment that stresses civic and global awareness and each student's role as a member of a family, a community, and society at large.

We Strive To Develop:

- Creative and critical thinkers.
- Confident and open-minded risk takers.
- Responsible and thoughtful decision-makers.
- Articulate and reflective communicators.
- Collaborative and socially conscious contributors to the community.

Pollard Core Values

All members of the Pollard community will:

- ***BE curious, confident and independent learners***
- ***ACT with compassion, integrity and inclusivity***
- ***STRIVE for personal growth***

SCHOOL/HOME COMMUNICATION

The communication between the school and home is vital in supporting the overall mission of the Pollard school community. Electronic communication is the primary vehicle in which the main office or the individual grade level offices communicate with parents/guardians. There are a number of sources that are used for the purposes of communicating between the school and home:

POWERSCHOOL
PowerSchool is an electronic information system which tracks student data, attendance, and grades. It is our primary student information system and serves to enhance the communication between home and school. The system is online and provides safe and secure access using password protection. Specific information pertaining to password access can be obtained from the student's grade level office.

Please note the following:

- **Grades in Powerschool will be updated on the 15th and 30th of the month**.
- Projects, major tests, or assignments that come due on or near these dates may not appear as part of the update.
- Teachers enter homework at different times, and all homework may not be recorded.

DAILY ANNOUNCEMENTS
Each day student related announcements are shared as part of morning announcements with students. A listing of these announcements are posted daily on the school's website under "*Daily Bulletin*."

POLLARD LISTSERV
Pollard will have two separate listservs for each grade established for the parent/guardians in the school. Separate correspondence from the Pollard principal and/or grade level offices will be sent to all the family electronically using the Pollard listserv. Parents/guardians are responsible for signing up to become a member of the appropriate email lists. For each grade level that your child is in, please sign up for a listserv account. The addresses where parents/guardians can sign-up to be a member of each listserv are as follows:

Grade Seven
https://lists.needham.k12.ma.us/mailman/listinfo/polgrade7
Grade Eight
https://lists.needham.k12.ma.us/mailman/listinfo/polgrade8

***Please Note**:*
These listservs are operated, maintained, and the property of the Needham Public Schools. In addition, it is the parent/guardian responsibility to manage the accuracy of the email addresses on record. The school holds no responsibility to update or change the email contact information contained within these lists.

SCHOOL CALENDAR
Every attempt is made to include all relevant events and activities on the school's online calendar. This calendar will include events specific to each grade level (i.e., field trips) as well as school-wide events such as music concerts. You can locate our calendar through the Needham Public School's website at http://pollard.needham.k12.ma.us or through the link included on the Pollard Middle School website.

POLLARD SCHOOL WEBSITE
The Pollard Middle School maintains a comprehensive school website, which includes a range of information about each grade level, department, and program of studies. Current news and events are also included on the site. Please visit us at https://needham.powerschool.com.

VISION:

Preparing ALL Needham Public Schools students to be:

- Creative Thinkers and Problem Solvers;
- Communicators and Collaborators;
- Socially and Culturally Responsive Contributors;
- Responsible and Resilient Individuals;
- Empowered Learners.

NEEDHAM STRATEGIC PRIORITIES:

1. All Students Are Drivers of Their Own Learning

1A) Incorporate opportunities for student choice, independent learning, & personalized pathways

1B) Provide structures & experiences that enable student efficacy, leadership, and voice

1C) Teach students the content & skills necessary for them to grow personally and academically.

2. All Students Experience Integrative Teaching & Learning

2A) Extend interdisciplinary teaching and learning practices Pre-K to 12

2B) Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices

2C) Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression.

3. All Students Learn & Grow Within Adaptable Environments

3A) Support and design classroom models and environments that foster collaboration & innovation

3B) Provide time, schedules, and spaces that promote learning objectives

3C) Complement instruction with accessible learning beyond the classroom, within the community, and in partnership with families.

4. Infrastructure Supports Needs of All Students

4A) Provide staffing, facilities, and budget resources aligned to district priorities

4B) Implement a recruitment, retention, and development process for staff growth and diversity

4C) Establish a professional learning structure supporting equity and the Portrait vision.

SCHOLASTIC INFORMATION

GRADING AND REPORTING OF STUDENT PROGRESS

Achievement grades are officially reported using standard letter grades at the end of each trimester with a total of three report cards for the school year. The grading system currently in use is as follows:

A	93-100	C	73-76	F	Below 60 and failing
A-	90-92	C-	70-72	I	Work Incomplete
B+	87-89	D+	67-69	M	Medical*
B	83-86	D	63-66	P	Passing*
B-	80-82	D-	60-62	*Used only with principal's approval	
C+	77-79				

Report cards are generally distributed the week after the end of each trimester. Pollard uses the *PowerSchool* informational system, the school no longer produces hard copies of student interim reports or report cards at the end of the first or second trimester. The school will, however, issue a hard copy of a child's official report card at the end of the third trimester as well as anytime at the request of the parent/guardian. At the interim point of each trimester, and at the end of the first and second trimester, information will be forwarded to parents/guardians outlining the fact that it is the respective interim reporting period of the trimester and patents/guardians are strongly encouraged to log on and to review the academic standing of their child.

Beyond the data distributed through the official report card, teachers communicate with families whenever they deem it appropriate to share information, note concerns, or commend students for outstanding performance and/or marked improvement. These communications may take a variety of forms including a conference, telephone call, letter, memo, or teacher-designed information form.

HOMEWORK

Effective homework enhances classroom learning and achievement at the middle school level. The amount of homework and the nature of assignments vary from day-to-day and subject-to-subject. The amount of time an individual student takes to complete homework will likewise vary. In general, middle school students should expect to complete one to two hours of homework a night.

In cases where the average amount of homework per day falls outside of the above guidelines, or there are questions about homework assignments, parents/guardians should feel free to contact the appropriate teacher(s), guidance counselor, or the grade level assistant principal. It is important to note that students are expected to plan their time accordingly around long-range assignments (i.e., projects) which may be worked on over a number of days or weeks and which require careful time management. Information regarding homework for most teachers is available online on our school's website. All students are expected to go on *My Homework* each night to see the nightly assignments. There may be some homework that requires students to use their iPads; however, the amount of time for this homework should not exceed 1 hour. If students are on their iPads at home for an excessive amount of time for "homework", please let your child's teacher know.

The student role in homework completion includes the following:

- Write assignments in the provided assignment notebook or in *MyHomework* each day in class.
- Use MyHomework as your online agenda to help you organize all your assignments.
- Use the iPad as an educational tool; do not get distracted by it.
- Plan and prioritize time for short-term and long-term assignments.
- Develop a routine for homework with a time and place suitable for study.
- Ask clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Communicate with your teacher or family when you need special consideration or extra help.

The family's role in homework completion includes the following:

- Establish clear expectations for your child about homework.
- Ensure there are a regular time, place, and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.
- Communicate any questions or concerns about homework with child's teachers.

HONOR ROLL

High achieving students are recognized each trimester by being named to the Honor Roll. Two categories, High Honors and Honors, help to distinguish levels of success. The criteria is as follows:

Honors	A grade of "B" or higher in all subjects
High Honors	A grade of "A-" or higher in all subjects

Please note the importance our school places on student attendance. Five (5) or more unexcused tardies and/or absences during a trimester will make a student ineligible for Honor Roll.

HONOR CODE

Honesty with others and oneself is one of the most precious qualities that a person can possess. It is the goal of Pollard Middle School to aid in the development of this trait in all of its students. Dishonest acts such as lying, cheating, or stealing are never acceptable. Such acts will result in family notification and appropriately assigned penalties. Students are expected to prepare themselves honestly for tests, homework, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner.

PROMOTION TO GRADE 7 AND 8

Students in Grade 6 must receive a final passing grade in three major subjects, including English Language Arts in order to be promoted to Grade 7. Students in Grade 7 must pass three major subjects, including English Language Arts and Math in order to be promoted to Grade 8. Students who do not meet the above requirements must repeat the necessary course(s) in an accredited summer school program with documentation of a passing grade in order to be promoted to the next grade level. Your child's attendance in a summer school program is subject to approval by the principal.

PROMOTION TO GRADE 9

A student in Grade 8 must pass three major subjects, including English Language Arts and Math, to be promoted to Grade 9. Students who do not meet these requirements must repeat the necessary course(s) in an accredited summer school program in order to be promoted to Grade 9. If your child fails math and/or English Language Arts for the year, he/she will need to attend a summer school program in these subjects. Should your child fail social studies or science, he/she will need to enroll with a tutor over the summer to work on fulfillment of the requirements in these subjects for promotion to Grade 9. Attendance in summer school is subject to the approval of the principal.

Documentation of passing grades in summer school must be presented to the principal **before** a student's records will be sent to a high school. Exceptions to this rule may be made only on the basis of a Student Support Team (SST) recommendation and the written approval of the middle school and high school principals.

PRIVATE SCHOOL RECOMMENDATION PROCEDURES

We realize that some families will choose to apply to private schools as an alternative educational option. Part of the application process often includes a request that transcripts and recommendations be completed and sent by appropriate Pollard staff. In order to accommodate all requests in a timely manner we have outlined the following procedures to assist in this process:

- All recommendation forms and transcript requests must be submitted to the grade level office **a minimum of one month** prior to the application deadline.
- Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
- All recommendation forms must be accompanied with a stamped, addressed envelope for each school to which records and recommendations are to be mailed.
- All recommendations will be mailed directly to the school and not given to families or students.

FAMILY/TEACHER APPOINTMENTS
Parents/guardians are encouraged to make appointments with individual teachers to discuss the academic progress of their child. When there are more widespread concerns (i.e., beyond the progress in one subject area) regarding the academic progress of a student, a cluster meeting may be arranged by calling the grade level office.

STUDENT SUPPORT TEAM
All of our schools have Student Support Teams (SST). These are faculty groups who come together on a regular basis to support their colleagues in the enormous responsibility of meeting the diverse needs of their students. This forum provides an opportunity to share expertise and make decisions about how best to meet the needs of individual learners. Specific topics of discussion and collaborative problem solving may focus on:

- How instructional strategies may be varied
- Accommodations that may help a student better learn
- Behavioral interventions that may be adapted to improve behavior
- What other regular education supports may be needed to enhance learning

TEXTBOOKS AND iPADS
Lost books not returned to the teacher with a week of the collection due date will need to be replaced in order to maintain inventory. Per school committee policy, hardcover textbooks result in a $75 replacement cost. Paperback books result in a $10 replacement cost. (Novels assigned by the ELA Department may be in hardcover but fall under the paperback category.) Once a book is identified as lost, parents/guardians will receive a billing statement from the ELA teacher and may pay through MySchoolBucks or via cash or check. The teacher will then issue a receipt. Once the book is identified as lost and paid for, we may not be able to issue a refund due to the need to replace the book in a timely manner.

Students are responsible for all books/iPads issued to them. A book/iPad not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have textbooks or iPads stolen from their desk or locker should immediately report the loss to their subject teacher. Subject teachers will issue temporary books/iPads until such time as the originals have been found. Students should check the *Lost and Found* and make an exhaustive search before new books are issued. All thefts should be reported directly to the grade level office.

Students have iPads in school to be used as a learning tool in classes. If a student is using the iPad for another reason during the school day, the teacher has the right to suspend iPad use for the period, or refer a student to the Grade Level Office for further action. All students will sign an iPad Rules and Expectations sheet at the beginning of the year that will detail acceptable use, expectations, “no iPad zones”, and the procedures for misuse of the iPad.

ATTENDANCE PROCEDURES AND REGULATIONS

SCHOOL ATTENDANCE
School attendance is very important for a student’s success in school. Children who do not attend regularly have difficulty keeping up and also miss out on being part of the social fabric of the school. There may be times when your child is ill. If your child is too ill to attend school, you should contact the school first thing in the morning and keep the school informed if the absence continues, (781) 455-0480. If your child is having difficulty attending school for any reason, please contact the school so that we can see if there is any way we can be of assistance to you.

Massachusetts General Laws are very explicit about the need for students to attend school and about the obligation of schools to account for the attendance of all children. Students who fail to attend school without parent/guardian or school permission are considered truant, and school districts are required to notify the attendance officer and court system whenever truancy is a problem. Students who miss more than seven days of school or 14 partial days in a six-month period without documentation of a medical illness may be asked to provide medical documentation for any future absences and may be sent a letter informing them that the Attendance Officer of the Needham Police Department has been notified of the excessive absences. A student **who is absent 20 days during the school year without medical documentation may be retained and repeat that school year.** Undocumented absences must be reported. Extensive absences due to illness will require documentation from a physician.

A student who is not present during at least half of a "school session" (i.e., a 6.5-hour day) shall be marked and counted as absent. Any student entering school after 11:00 a.m. will be considered absent.

ABSENCES
Each day a student is absent from school the parent or guardian must telephone the child's grade level office between 7:35 a.m. and 8:30 a.m. to inform the school of the absence:

781-455-0480
Press 1 for Grade 7
Press 2 for Grade 8

This early morning phone call helps our office staff promptly verify the absence of a student and is essential in enabling the school to identify those students who are absent without parental knowledge or consent. If successful contact has not been made with the home, a note signed by the parent or guardian indicating the reason for the absence must be presented to the grade level secretary on the day the student returns. A student who anticipates an absence should bring a note from home stating the reason for the absence and the date(s) of the absence. The note should be given to the grade level administrator, and the student should make arrangements with each teacher for make-up work upon returning to school.

Schoolwork missed because of excused tardiness, dismissal, or absence must be made up upon return. Students are expected to review *MyHomework*, or to contact teachers or classmates for missed homework assignments. Requests for grade level offices to gather homework assignments can only be honored on or after the third day of absence. It is the student's responsibility to ask each teacher for make-up assignments or locate these on *MyHomework*. Moreover, excessive absences from school without medical documentation may result in the removal from field trips and extra-curricular activities. The Principal will make a determination if the student can attend a field trip at least 2 weeks prior to the trip. A student absent from school may only participate in school-sponsored activities (athletics, dances, concerts, etc.) that same day with the principal's permission.

***ABSENCES-REPORTING**
In the event a child will be absent for the day, parents or guardians are expected to call the school office before school begins. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. Parents will be contacted on the day of absence or as soon as practical and within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding an absence.

***ABSENCES-EXCESSIVE**
Parent(s) or Guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or his/her designee) will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

DISMISSALS
It is the general policy of the Needham Public Schools that students will not be dismissed from school before the end of the school day. Exceptions to this policy may be granted by the grade level administrator upon the presentation of a written request for dismissal from the child's parent or guardian.

Students who are required be dismissed early from school must report to the grade level office between 7:35 a.m. and 7:50 a.m. to obtain a dismissal slip by producing a note from the parent or guardian requesting the dismissal. The student is then asked to show this note to his/her teacher(s) and report to the main office for pick-up before leaving the school building.

When students feel ill and wish to return home, they must first report to the nurse in the health office. The nurse will contact the home to decide upon whether or not a student should be dismissed and if the parent/guardian can come to pick up the child. **Students should not contact home directly to dismiss themselves.**

LATE TO SCHOOL
School officially begins at 7:50 a.m. Students who are not in their assigned student advisory group at 7:50 a.m. are considered tardy. Students who are tardy must report to the grade level office for an tardy pass. Students who exceed five (5) unexcused tardies to school in a trimester will serve an office detention each time he/she is late. **Five (5) or more unexcused tardies and/or absences during a trimester will also make a student ineligible for Honor Roll.**

LATENESS TO CLASS
A student who is late to class must present a corridor pass from the staff member who detained the student. If the student is late for class and does not have a pass from a staff member, the student is admitted to class and must report to the classroom teacher at 2:20 p.m. or make appropriate arrangements with the teacher for resolving the problem of lateness. Frequent lateness is reported to the grade level administrator.

VACATIONS & ABSENCE DUE TO NON-MEDICAL REASONS
It is important for children to receive continuous instruction on a daily basis while school is in session. Each day of instruction missed sets a child back and creates added pressure on the child and on the school. As a result, vacations are always considered unexcused absences from school. The school calendar is published far in advance of the school year to help families plan trips so that they can coincide with school vacations. Parents/guardians are urged to comply with the school calendar. Since assignments are based upon material which has been previously taught, work must be made up after a child returns. At times, assignments cannot be sent home in advance.

DAILY PROCEDURES & EXPECTATIONS

BEGINNING OF THE SCHOOL DAY
The school building opens at 7:35 a.m. Students who arrive before 7:35 a.m. are asked to wait on the patio at the front of the school. Students who walk to school are encouraged to time their departure from home so as to arrive at school by 7:35 a.m. Bus schedules have been developed to ensure an arrival time between 7:35 a.m. and 7:45 a.m.

Our front doors open at 7:35 a.m. with the sound of a bell. Students have fifteen minutes to enter the building, visit their locker, grab breakfast, and make their way to their advisory period for 7:50 a.m. Students who need or wish to see a teacher before 7:35 a.m. are asked to make an appointment in advance and present a pass to the main office. Advisory begins promptly at 7:50 a.m.

END OF THE DAY
Outside Of The Building: At 2:20 p.m. school is officially dismissed. At this time, it is expected that all students who are not staying after school for extra help and/or involved with an after-school activity will leave the school in order to facilitate the opportunity for teachers to work with students who are staying for extra help from 2:20-2:50 p.m. Those students who take the school bus home will board buses with a departure time of approximately 2:25 p.m. The school only supervises the immediate dismissal time period. **There is no staff supervision outside of the building following 2:30 p.m.**

Inside Of The Building: Students are encouraged to participate in extra-curricular activities at Pollard. Teachers provide extra assistance for students from 2:20 p.m. until 2:50 p.m. on Tuesdays, Wednesdays, and Thursdays. Students who remain in the school after 2:20 p.m. are expected to be supervised by an adult and asked to leave the building at 2:50pm.

Please Note: There is no formal supervision of students in the hallways after school has dismissed. Staff who do stay are working with students who remain for extra help or who are offering an after-school activity. Any student not with a faculty member will be asked to leave the school building.

DELIVERIES TO CLASSROOMS & COMMUNICATION WITH STUDENTS
From time to time students may forget things that they need in school for the day (i.e., lunch, money, homework, etc.). Families who deliver items to school on behalf of their child are asked to drop off items at the grade level office. Students who anticipate a delivery will be expected to visit the grade level office to pick up the items. On occasion, we also realize that families will deliver items or messages for their child that he/she is not expecting. In such circumstances grade level secretaries will make every reasonable effort to notify the student of his/her

need to report to the office to pick up and item or to retrieve a message. However, as classroom interruptions are strongly discouraged, the ability to fulfill such requests depends on the time of day and the volume of such requests on any given day.

STUDENT ADVISORY PROGRAM

Purpose Of The Advisory Program

The overall purpose of the Student Advisory Program at the middle school level is to create an environment where students feel safe, supported, and understood by their advisors and one other. Each advisee will have an advisor who will support and monitor his/her overall experience and progress in school. The goals are to connect students to students; student to a trusted, charismatic adult; and to conduct deliberate Social/ Emotional Learning (SEL) curriculum developed by the advisory team.

Overview Of The Advisory Program

In the middle school advisory program, 12 to 15 advisees meet with their advisors on a regular basis. The advisor is responsible for in-school and school-to-home communication including taking attendance, distributing report cards, and numerous other routine matters of school business. Advisors should be aware of patterns across disciplines and communicate with other advisors as needed. Advisors are not expected to be the primary disciplinarians, or the contact for classroom specific and guidance related concerns. Individual teachers remain the primary academic contact for their discipline.

Culture

Each advisor will strive to promote a positive culture in their advisory group and throughout the school by:

- Ensuring group norms are developed with the groups, posted in the room, and actively applied.
- Informing students of school-wide and grade level events and encourage participation in all aspects of school life.
- Making introductory contact with families by October 30th.

Participation in the learning process

Each advisor will support the successful participation of advisees in the learning process by:

- Conferencing with individual advisees at each mid and end of term marking period.
- Placing advisee generated academic goals and reflection sheets in advisory folder.
- Conducting one family "conference" at the mid-year around February.
- Monitoring advisee's academic progress across all disciplines.

Personal competency development

Each advisor will develop personal competencies in his/her advisees by:

- Utilizing both structured activities and informal practices
- Having advisees engage in education at least once a week on themes self-awareness, self-assessment, and interpersonal skill development.
- Implementing at least one structured activity (consult binder for thematic ideas) during the week that is advisor-led.

LOCKERS

All students will be assigned a locker at the beginning of the school year. Unless otherwise decided by the school/administration, students will keep this same assigned locker until the end of the school year. It is expected that all students will use a combination lock to secure their personal belongings. The combination of this lock will be recorded by the advisory teacher. A copy of this information will be kept in the grade level office.

Please Note: Lockers assigned to students remain the property of the school, and are therefore, subject to inspection by the administration at any time.

LOST AND FOUND/PERSONAL ITEMS OF VALUE

The *Lost and Found* is located outside the physical education office. Articles found, such as eyeglasses, cell phones, iPads, and MP3's, should be turned into the main office. Articles of clothing will be placed in the bin outside of the physical education office. Students are urged to use nametags on all clothing and to write their names on all book covers. Valuable items or large sums of money should not be brought to school. If it is necessary for these items to be at school, then they should be left at the grade level office for safekeeping during the day. The school simply cannot take responsibility for lost or stolen items when these procedures are not followed.

TRANSPORTATION OF STUDENTS
Around the same time each day approximately 900 students and 120 faculty and staff make their way to the Pollard campus. In order to maintain student and staff safety and to streamline this process with such a large volume of traffic, the following has been established:

AUTOMOBILE:

- If you must transport your child by car, please try to car pool to minimize the number of cars in the area.
- Please do not drop students off along Harris Avenue except between Fair Oaks and Bradford, or well beyond the school near Coulton and Prince.
- The circular driveway in front of the school and the Harris Avenue Parking Lot are off-limits until 8:15 a.m. and between 1:30 p.m. and 3:00 p.m.
- Please do not use the staff parking lot along Harris Avenue or the one located in the rear of the school off of Glenwood Road for student pick-ups or drop-offs.
- The Glenwood Road parking lot is for medical drop-offs only.

BUS:

- Students who are eligible for bus transportation and pay the appropriate fee will be issued both a bus pass for the year and a set of rules and regulations established by the transportation department.
- Students who violate these rules are subject to disciplinary actions including loss of transportation privileges.

VISITORS
With such a large campus and the constant imperative to ensure the safety and security of both students and staff, it is important that all visitors report to the main office to sign in while school is in session. Visitors will be issued a visitor badge that they are asked to wear during their visit. Prior arrangements should always be made before planning to meet with a teacher or an administrator. Unfortunately, due to liability reasons, students not enrolled at Pollard Middle School are not allowed to visit the school or classes during the school day.

NEEDHAM SCHOOL NUTRITION SERVICES INFORMATION

Breakfast and lunch are served at Pollard every school day ~~(except early release days).~~ The Pollard Breakfast Cart at the school entrance offers a variety of delicious options for breakfast before school each day. At lunch, many choices of nutritious hot and cold lunches are offered, including a salad bar. On Early Release Days, a simple breakfast will be served, and a portable bag lunch will be available to students in the late morning to either eat in class or take to their after-school program. (As always, food cannot be eaten on the bus).

The Pollard Cafeteria is managed by a Chef Manager. The Nutrition Services department is dedicated to being a leader in quality nutritious school meals and has won two Healthier US School Challenge awards. The department is directed by a Registered Dietitian, and supported by a second Registered Dietitian as Nutrition Outreach Coordinator. The Cafeteria Staff are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their "nutrition classroom", and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, kid-friendly, and nutritious. The menu of the day changes, but every day there are other lunch options available , including a Salad Bar, Chicken Caesar Salad, Pizza, various sandwiches, Hamburgers, Chicken Patties, Bagel & Yogurt or Cheese. Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

Breakfast is available daily before school with a variety of options.

The menu and nutritional information, as well as allergy and ingredient information, are available on the Nutrition Service Department page of the Needham School District website. www.needham.k12.ma.us.

~~**Meal prices**~~		~~**Reduced price:**~~
~~Lunch:~~	~~$TBD (Salad Bar $TBD)~~	~~$.00 (fee waived for 2019-2020)~~
~~Breakfast:~~	~~$TBD~~	~~$.00 (fee waived for 2019-2020)~~

~~**Pollard Items for sale:**~~

~~**LUNCH**~~ ~~Includes 5 components, per USDA: Meat (or Meat Alternate), Grain, Fruit, Vegetable & milk. The student must take at least 3 components and must take a fruit or vegetable for it to be considered a 'meal'.~~

~~**A la carte**~~ ~~See below~~

Free or Reduced Priced Lunches:
Families who may automatically qualify for free or reduced price meals through a match with the Massachusetts HHS agency, will be notified before school begins in September. Other families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time throughout year if the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available on our website, in the school office, or the Nutrition Service office at the Administration Building. An on-line application is also available at lunchapp.com.

What do you get with a "LUNCH"? & What is NOT included

Students who qualify for free or reduced price meals are able to get one complete breakfast and lunch for free or reduced price per day.

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice, including Salad Bar
  - "Entrée" is the protein item and grain item (usually together, ie: Hamburger on bun)
- Fruits & Vegetables. We don't limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. 1%, Fat-free, Fat-free Chocolate or Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert - if it is written on the menu for the day (usually 1-2 x/week)

Other **A la carte items** are available at Pollard FOR SALE, which are NOT included in the LUNCH price. These items that are not included are as follows:

- ~~o~~ 2nd Entrée ~~$2.00~~
- Variety of "A-list" (healthy) Snacks ~~$.50 - $1.00~~
- Fresh baked Cookie ~~$.50~~
- 16 oz Water ~~$1.00~~
- 8 oz water ~~$.50~~
- 4 oz yogurt ~~$.50~~

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

Students are not allowed to "go negative" in their lunch account for snacks. (only for LUNCH). Please talk with your child if you want to limit what they buy.

BREAKFAST Includes 4 components, per USDA: 2 oz Grain (or 1 Grain and 1 Meat), Fruit (or juice), Milk
The student must take 3 components, one being the fruit (or juice)

AFTER SCHOOL SNACK CART

Hearty, healthy snacks are sold from a cart in the school entrance area immediately after school for students to take to after school activities. They can be purchased using their meal account. Items for sale include Beef Jerky, Peanut Butter & Jelly "Uncrustables" (pre-packaged sandwiches), Mozzarella Cheese Sticks, Variety of Chips, Fresh Whole fruit, Milk, Water.

How the automated cafeteria payment system works:

- Every student has their own personal lunch account and PIN number (automatically assigned when enrolled- whether or not they ever use it).
- Parents/Guardians deposit money into the student's account by check via the school cafeteria, on-line (credit card or electronic check), or cash (see **How to prepay** information below).
- Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents can access this information (see #10 below).
- Pre-payment into the account is strongly encouraged- as it is much faster, however paying with cash is an option.
- Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte items (above) are not free nor available at reduced price, only the meal.
- All students access their accounts at the cash register by entering their 4-digit PIN number on the PIN pad located at the register. Each child's unique PIN number is confidential and should not be shared. The PIN number stays the same from year to year until High School, when the number is changed to a 5-digit number. You will be notified of this number in the Welcome Back to School letter from Nutrition Services. If a student does not remember it, the cashier can access their account through the computer register by their name.

When the lunch account gets low:

- Students are notified at the cash register.
- An automated 'Low Balance Email' is sent on Monday evenings to the parent/guardian of students whose lunch account is at $25.00 or below.
- A second 'Low Balance Email' is sent on Thursday evenings if balance is $15 or below.

Negative Lunch Accounts

- When an account goes below zero, only a complete breakfast and/ or lunch can be purchased~~ – no a la carte items~~.
- ~~Negative account balances will be allowed to go to a maximum credit limit of 5 lunches at Pollard. If the student's account balance reaches that maximum negative credit limit, they will no longer be able to "charge" a regular lunch.~~
- The automated "Low Balance Email" that is sent on Monday and Thursday evenings (see above) serve as a further request to deposit money into the lunch account.
- If we have no email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

~~Maximum credit limit /Alternate meals~~

- ~~When the account reaches the maximum credit limit (value of 5 lunches), and there has been no response to the requests for deposit, the student may receive an "alternate" meal consisting of a cheese sandwich, a serving of canned fruit, and a low fat white milk. There is no charge to the account for this alternate meal. The cheese sandwich lunch is meant to provide basic nourishment so the child won't be hungry, but to get attention to replenish the lunch account.~~
- ~~Nutrition Services personnel usually attempt to make phone calls to parent/guardian about the negative accounts if they believe there may be a problem with account communications previously made, and before they get to the cheese sandwich stage.~~

Credit limit /Negative Balance followup

- If a student's lunch account reaches negative $10.00 and there has been no response to email requests for deposit, the Cafeteria Manager will call the home to notify the parent/guardian about the negative account and to resolve the negative balance.
- If the account remains negative and reaches -$20.00, then the delinquent account is referred to the Nutrition Services Director's office and additional attempts are made to reach parent/guardian via cellphone and/or work phone numbers.
- If the account remains negative and continues to increase in debt, the matter is referred to the school Principal for follow up with the parent/guardian.
- Beyond that, delinquent lunch accounts will be referred to a debt collection agency.

Tracking lunch accounts

- Parents can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Service website: "MyLunchAccount instructions". You will need the students Powerschool student ID number for this (get from school secretary).

Please make sure the school secretary has your correct email address in Powerschool, as our lunch software system uploads the information from Powerschool.

How to Prepay:

1. Deposit funds via on-line at Schoolpay.com. There is a link to SchoolPay, the current online payment provider on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's 5-digit Online Payment number specifically assigned for this on-line payment service. You can get that number and instructions for setting up account in Powerschool or from your school secretary.
2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and 4 digit PIN number.

Food Allergies:

Nutrition Services is informed by the school nurse as to any food allergies students have. It is entered into the computerized point of sale system so that an alert comes up to cashier about what the student is allergic to. The cashier must acknowledge that alert, and checks the tray to assure there are no foods on the tray that the student is allergic to. We accommodate documented food allergies, including gluten-free diets. See website for more detail.

Website: needham.k12.ma.us Departments: Nutrition Services
There is lots of information on the Nutrition Services website, as well as pictures of the cafeterias and meals. Check it out!

Call Nutrition Services:

Chef Mehdi Chniouli. Pollard. 781-455-0480 x33233

Feel free to call the Nutrition Services Office with any questions or comments: 781-455-0400
X11219 for Mirella Santucci, Nutrition Services Bookkeeper
X11216 for Ruth Griffin, Nutrition Services Director
X11237 for Jen Tuttleman, Nutrition Outreach Coordinator
X11285 for Barbara Pitney, Nutrition Services Secretary

HEALTH SERVICE POLICIES

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school.

Health History

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/guardian and submitted to the school nurse prior to school entry for all students.

Required Immunizations

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet the grade entry immunization requirements.

Exemption

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For a religious exemption, the parent/guardian must submit a letter annually to the school nurse stating that a vaccine conflicts with their sincere religious beliefs.

Physical Examination

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)

Each child must present documentation of lead poisoning screening, tested at ages 2- 5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

Tuberculosis (TB) Testing

Documentation of either:

- Screening for student's low risk of tuberculosis exposure
- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

The Confidential Nurse Emergency Card must be completed **annually** by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over the counter medication by the school nurse, per the NPS Medical Protocols.

Medication Policy

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parental permission form. **Medication will not be administered until all required documents are completed and received by the School Nurse.** These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
- students with asthma or other respiratory diseases may possess and self-administer prescription inhalers
- students with life-threatening allergies may possess and self- administer epinephrine via an auto-injector
- students with cystic fibrosis may possess and self-administer prescription enzyme supplements
- students with diabetes may possess and self-administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the School Nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

Children with Special Health Care Needs

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

Concussions

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the students' primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report

- Parent/Guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP
- Nurse will review symptoms with student each day to assess recovery, update return to academics checklist, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School Nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School Nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- Certified athletic trainer consults with medical provider for authorization to clear student to return to full athletics as applicable

Symptoms to look for following a blow to the head:

- Headache or "pressure in head"
- Nausea or vomiting
- Loss of consciousness (even briefly) or groggy
- Sensitive to noise and/or light
- Blurred or double visions
- Appears dazed or stunned
- Is confused about assignment
- Confusion: cannot recall events prior to hit or fall
- Answers questions slowly

- Forgets sports plays
- Unsure of game, score, or opponent
- Moves clumsily
- Shows behavior or personality changes
- Feeling sluggish, hazy, foggy
- Concentration or memory problems changes
- Balance problems or dizziness
- Can not recall events after hit or fall

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

What to do if your son/daughter has had a concussion:

1. **Seek medical consultation**. If there has been loss of consciousness (even briefly) person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and Physical Rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if he/she/they has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

Life-Threatening Food Allergy

The Needham Public Schools (NPS) recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

If your child has a life-threatening allergy, please make sure he/she has access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.

Key points of the policy for Life-threatening Food Allergy include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life- threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening food allergy
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shell fish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non- curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events, requires strict adherence to the management protocol
- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six- twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

FIRE EVACUATION PROCEDURES

When the fire alarm sounds, students must pay close attention to the staff member for special instructions and directions. The following guidelines must be observed:

- File out of the room by row quickly and quietly.
- Do not push or run.
- In the event of a blocked exit, file quickly and quietly to the alternative exit.
- Move at least 100 feet away from the building.
- Remain with your teacher and your class for further instructions.
- If you are not with a group when a fire signal sounds, leave the building by the nearest exit, join a group on the school grounds, and report your name to the teacher in charge of the group.

ALICE

As part of the school's emergency planning, we have adopted the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol to respond to emergency situations. There are various reasons as to why we may need to go into and enhanced lockdown or "shelter in place"— these may include weather emergencies, chemical accidents, or potential threats of violence that could make going outdoors dangerous for students and staff. At the beginning and throughout the year, specific discussions will be held with students regarding expectations about how to respond in such an emergency. We will also conduct drills throughout the year to ensure all students are comfortable and prepared. Similar to fire drills, these drills may or may not be announced to students ahead of

time.

SCHOOL ANNOUNCEMENTS FOR INCLEMENT WEATHER
During inclement weather, the Superintendent must decide if conditions will be safe for children to come to school. The following plan will be in effect for inclement weather:

"No School" Announcement:
If the conditions are severe, school will be canceled.
The Needham Public Schools utilizes an emergency notification system that will contact your home phone, cell phones, and will also be carried by television channels 4, 5, 7, and FOX25, and the local cable channel. Information regarding schools during inclement weather is also prominently displayed on the Needham Public Schools' website www.needham.k12.ma.us

- All classes and school activities will be canceled for the day, including scheduled adult evening classes, before and after school programs, including Needham Extended Day Program (NEDP), and other school based activities.
- Transportation of students to out-of-district schools will be canceled on Needham's "No School" days. Families may opt out of the emergency notification system for weather related events only:
- Please log onto PowerSchool and click on Update Information.
- On the Student Data Update page, delete the telephone number in the field marked Weather Related School Delays/Cancellations Phone.
- You will receive calls for other school emergencies. Alternatively, you may change the number in that box to a phone number more convenient to you and your family.
- Contact the school secretary if you have a problem with your PowerSchool account.

"Two-Hour Delay" Announcement:

- If conditions are almost safe, but the DPW requires extra time to plow the roads or sand the streets, the school day will be shortened.
- The opening of school and all bus pickups will be delayed two hours. In such a situation our building will open at 9:35 a.m. with school officially starting at 9:50 a.m.
- The "Two-Hour Delayed Opening" announcement will be carried by the same radio and television stations outlined above.
- Lunch will be served at the regular time.
- Afternoon dismissals and all other school activities will take place at their regularly scheduled times.
- Parents/guardians are reminded not to attempt to send their children to school early on Two-Hour Delay days since the area around the school may not be plowed nor will staff be available to supervise early arrivals.

EMERGENCY EARLY RELEASE ANNOUNCEMENT
In the event of a severe weather emergency or some other emergency that develops during the school day, the Needham Public Schools may release students before the end of the school day. We will use the emergency notification system to alert parents and guardians. As appropriate, the Needham Public Schools will work with public safety officials to shelter students we are unable to send home.

Please Note: *With the potential for a very high volume of calls during such conditions, please do not telephone the school's main office, or the Police, Fire, or Department of Public Works. In order to receive information about any impact on school operations, please listen to the radio and television stations, log-on to their respective websites and/or check the district's website for specific information.*

SCHOOL LIFE

LIBRARY MEDIA CENTER
At the discretion of a teacher, up to three students at one time may be sent to the Media Center for 15 minutes to pick up a book or other materials needed to complete an assignment. Teachers will supply the student(s) with a library pass indicating the intention of the visit. The student(s) will return to the classroom with the pass signed by the library staff. Students wishing to use the Media Center after school must present a pass signed by a teacher. Students are expected to conduct themselves appropriately in the media center. No food, drinks, or gum are allowed in the Media Center. Complete information on the media center's policies, rules, and expectations

can be viewed at https://pollardlibrary.weebly.com/. If you have any questions about the media center's services and/or materials, please call the library assistant at 781-455-0480, x 33014.

FIELD TRIPS
Attendance on a school-sponsored trip, not a part of required class activities, is not a student's right but rather a privilege. A student will not be able to attend such a trip if, in the determination of the principal or grade level administrator, the student's pattern of behavior is deemed inappropriate, anti-social or potentially disruptive to the planned trip; the student's academics are not in good standing; and/or a student's absences are deemed as excessive (more than 5 in a trimester). Please note that field trip money may not be refundable.

GUIDANCE
All students are encouraged to make appointments with their assigned guidance counselor. Appointments may be made directly with the individual counselor or through the grade level secretary. Counselors meet with students either individually or in small groups to discuss topics of concern or to host lunch bunch groups. Counselors also meet with families to discuss topics of concerns regarding their children.

SPECIAL EDUCATION SERVICES
Special education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including families and teachers, develops an Individualized Education Program (IEP) for the student. This program is designed to support the student's access to the general education curriculum. Special education evaluation and services can only be provided with family permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or Marcy Cohen, Special Education Coordinator.

NEEDHAM COMMUNITY EDUCATION (NCE)
Pollard is abuzz after school with a wonderful range of engaging enrichment opportunities. Courses are taught by Needham teachers and talented community members and include offerings in the arts, sports, hobbies, science discovery, community service, etc. Offerings are high quality, reasonably priced, and a healthy choice for middle school students.

HIGH ROCK-POLLARD PARENT TEACHER COUNCIL (PTC)
The PTC actively supports the middle school community with volunteers, fund-raising, and communications. The PTC sponsors several fundraising activities each year to support enrichment and creative arts activities and to provide grants to teachers and staff. Although High Rock is an independent sixth grade school, structures are intentionally being created to link Pollard Middle School (7th/8th grade) with High Rock School (6th grade) into a 2-campus middle school program. One of these structures is a single *High Rock-Pollard Parent Teacher Council* (PTC) for both schools.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)
The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for, and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: Needhamsepac.org for more information or to be added to their email list.

STUDENT COUNCIL
Under the direction and supervision of faculty advisors, the members of the Pollard Student Council plan activities to enrich school life. The election by the student body of officers and representatives takes place in the fall.

CODE OF DISCIPLINE, DISCIPLINE POLICIES, PROCEDURES, REGULATIONS

RATIONALE AND SCOPE
Pollard Middle School's Code of Discipline is guided by our core values: We dedicate ourselves to *cultivating academic excellence, civic responsibility, and the personal growth of each member of our community*. The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment. Parents and teachers/ administrators are partners when a consequence may be issued to ensure that the students learns from the experience, changes the behavior and recovers socially/ emotionally. In the best interest of the child, positive intent should be assumed by all parties.

Students are expected to hold themselves accountable for maintaining conduct that will allow for an appropriate educational environment for all. When students fail to hold themselves accountable, consequences will be imposed, ranging from a discussion with an administrator or teacher to expulsion from school. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

As always, discipline cases are handled individually, respecting the rights, developmental needs and dignity of the student while taking into account the needs and best interest of the entire school community. To respect the confidentiality of all of our students and families, we are not at liberty to discuss the disciplinary actions taken regarding students other than your own.

STUDENT BEHAVIOR AND EXPECTATIONS
Students are expected to conduct themselves in a polite and courteous manner, which respects the rights and privileges of all members of the school community. Members of the school community include students, faculty, substitutes, visitors, guests, and all school employees. Any student whose behavior interferes with classroom instruction or the smooth operation of the school may be denied participation in co-curricular and extra-curricular activities including, but not limited to assemblies, field trips, intramurals, or end-of-year activities. The following reflects the general expectations for all students in order to help ensure we maintain an environment that is conducive to student learning:

Pollard Middle School Students are expected to:

- Dress in a manner appropriate for school/ dressed for success and ready to learn.
- Address all faculty and staff respectfully and follow all reasonable directions given.
- Refrain from using profanity.
- Arrive at all classes on time, fully prepared for work with writing implements, books, iPads, notebooks, and necessary study materials.
- Cooperate with courtesy and respect in a manner outlined by faculty or staff member.
- Be responsible for all school-owned books, iPads, materials, and equipment.
- Obtain permission before using school and classroom equipment or classmates' materials.
- Follow and comply with the school's Responsible Use Policy.
- Only eat and drink food in the school cafeteria unless permission has been given by a staff member.
- Help keep the campus clean and take personal responsibility for ensuring that all trash is deposited in appropriate garbage bins or recycling containers.
- Receive permission from the principal before selling any items in school. This includes participating in any fundraising efforts.
- Refrain from riding of bicycles, skateboards, or rollerblading on the patio, the bus loading area, or the front driveway at any time.

DRESS CODE
Responsibility for student dress resides with parent/guardians. Students are expected to dress for school in a manner that is appropriate and helpful to the general learning environment. The Principal or her designee reserves the final judgment regarding the appropriateness of student clothing. If necessary, parents/guardians will be called to bring a change of clothes for their child. The following are general expectations around dress code:

- Articles of clothing that display drugs, alcohol, tobacco or illegal activity are not allowed.
- Clothes that show undergarments are not allowed.
- Hats or other headwear is not allowed. Hoods on sweatshirts may not be placed on heads during the school day. Students may wear headwear for medical or religious reasons, as approved by the Principal.
- Midsections, backs, breasts, chests, and buttocks are to be covered and not become exposed as a result of movement or activity.

CORRIDOR BEHAVIOR
In order to establish a climate for courtesy and mutual respect, and for the safety and well being of everyone, students are asked to observe the following:
- Keep to the right side of hallways and stairs whenever possible.
- No running in the corridors or hallways at any time.
- No shoving, pushing, or playing of any kind in the corridor or hallways.
- No yelling, shouting, or abusive language in the school building.
- No banging, slamming, or kicking of locker doors or classroom doors.
- No eating, consuming, or selling food or beverages in the corridors.

CAFETERIA RULES & PROCEDURES
Students have approximately 28 minutes each day to eat lunch in our cafeteria. In order to safely and efficiently provide an enjoyable environment for the number of students that pass through the cafeteria each day the following guidelines are important.

At the beginning of lunch:
- Prior to arriving at lunch all books, binders, and personal items must be placed in a student's locker or in the classroom he/she is attending.
- Once students enter the cafeteria, those who are buying their lunch should form orderly lines by each door to the serving areas. Once in line students are expected to be respectful and courteous to the cafeteria staff and those other faculty on duty; wait patiently to make their way through the service area; and not “cut” the line.
- Students who purchase lunch can sit immediately in their seats.
- Students are encouraged to deposit funds in their personal lunch account with a check to speed-up the checkout process. When the fund balance is low, students will be given a notification to bring home to their parents/ guardians.

During lunch:
- Students are expected to sit at their tables throughout the entire lunch period.
- The exceptions to this include leaving their seats to buy seconds or to request permission of the supervisor to use the lavatory.
- Students should assume responsibility for the table at which they are seated. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- At the end of lunch, tables must be cleared and cleaned. In addition, the floor area must be left clean and tidy.
- Students must consume or dispose of all food and beverages before leaving the cafeteria.
- A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.

BUS CONDUCT
The school bus is an extension of the school itself and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Needham Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety.

The school reserves the right to exclude students from school and/or the bus for misconduct of a serious nature that occurs on the bus or at the bus stop that may impact the school environment. The right of a student to school bus transportation is a qualified right dependent on good behavior. In a case where a student seriously or continuously misbehaves, parents/guardians will be notified by the principal or designee of the school to which the student is assigned.

The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well being of other students. In cases where a student's conduct jeopardizes the safety and well being of other students that student may immediately be excluded from the bus.

ELECTRONIC DEVICES AND CELL PHONES
The use of cell phones and other personal technology (with the exception of electronic readers) are prohibited in the school between the hours of 7:35 a.m. and 2:50 p.m. Other than electronic readers, such devices should remain out of sight, locked in lockers, and turned off during these hours. Violations of this prohibition will result in disciplinary action. Furthermore, use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording of individual without his/her knowledge) could result in criminal charges under Massachusetts General Laws ch. 272, §99F.

USE OF SCHOOL PROPERTY & FACILITIES OUTSIDE OF SCHOOL HOURS
Students are encouraged to participate in extra-curricular activities at Pollard Middle School. Students who remain after school should be under the supervision of a coach or faculty member, or be participating in a school-sponsored activity or project. Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to discipline. In particular:

- Students who are not supervised will be asked to leave the building.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds, the steps, or in the parking lots.

INVESTIGATION (Interviews & Searches)
Under Needham School Committee policy, school administrators have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

Minor Infractions:
For minor infractions students are generally required to meet with a teacher or administrator after school or to attend detention. Minor infractions may include the following:

- Disregard for the rules of the school.
- Discipline referrals from faculty or staff.
- Violations of the school policies.
- Behavior in the corridors and common areas, which does not adhere to the established expectations for conduct.
- Cafeteria misconduct.
- Violation of the electronic devices expectations for the school.

Serious Infractions:
Infractions of the nature described in the following examples will result in disciplinary action which could include short-term or long-term suspensions (up to 90 days). The administration will determine the consequences for serious infractions of the Code of Discipline.

- *Repeated minor infractions or habitual disregard of rules
- Forgery and/or cheating
- Repeated truancy
- Refusing to give his/her name to a faculty member or any school department personnel

- Leaving the school building or grounds without authorization while school is in session
- Accumulated detentions not served
- Insubordination
- Throwing objects, including snowballs
- Smoking and/or use of chewing tobacco
- Use of language (written or spoken) that is disruptive to the educational environment
- Theft
- Destruction or defacement of school property
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Violations of the District's Policy Prohibiting Bullying, including cyber bullying, and/or retaliation (see page 30)
- Violations of the District's Policy Prohibiting Hazing (see page 31)
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability
- Threats or intimidation to any student or school department personnel
- Safety Threats/false alarms
- Fire setting/arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other drugs (See also, M.G.L. ch. 71, §37H at page 38)
- Commission of an act that may result in serious bodily injury

SELECTED POLICIES AND LAWS RELATING TO STUDENT CONDUCT: PROCEDURES FOR SUSPENSION

General Notes Regarding Suspension:
A student who has been suspended whether in school or out-of-school may not participate in any extra curricular or co-curricular activities until he/she has returned to school and completes a full day of attendance.

Any student suspended from school will be given the opportunity to make up schoolwork as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days for any reason, the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan and will be so informed at the time of the suspension.

Except in the case of the "Statutory Offenses" as described in M.G.L. ch. 71, §37H and 37H1/2 as described on page 38, students may not be suspended more than 90 days in a school year and school staff will avoid suspensions of more than 10 days until alternatives such positive behavioral interventions and supports have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

RESTORATIVE JUSTICE
Restorative justice is a manner of repairing harm caused by behavior of one or more students. Students who perform the behavior must repair the harm to the victim(s). This confidential process is voluntary and involves the support of the family, community members, and the police. A restorative justice approach to discipline will be considered on a case-by-case manner by the school administration.

DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)

A. In-School Suspension For Less Than 10 Cumulative Days During A School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
4. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 25.

B. Procedures For Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)

Except in the case of an Emergency Removal as provided on page 26 prior to imposing a short-term out-of-school suspension **(10 days or less in a school year) an administrator will** provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
   a) the disciplinary offense;
   b) the basis for the charge;
   c) the potential consequences, including the potential length of the student's suspension;
   d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
   e) the date, time, and location of the hearing;
   f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

2. Efforts to Involve Parent: The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent of his/her 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. The notice of determination may be in the form of an update to the original written notice of hearing.

C. Procedures For Long -Term Suspension

Except in the case of an Emergency Removal (see Section D) prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. Notice: The notice will include all of the components for a short-terms suspension in Section B above, plus the following:
   a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
   b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
   c) 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;
   d) the right to cross-examine witnesses presented by the school district;
   e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
   f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will 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 school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
   1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
   2. Set out the key facts and conclusions reached;
   3. Identify the length and effective date of the suspension, as well as a date of return to school;
   4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
   5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

      a) 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

b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

D. Exception For Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.
The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.
The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- 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 other applicable matters;
- Provide written notice to the student and parent as provided in Section B or C above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. Appeal To The Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must 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. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will 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 will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will 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 will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Conduct Which May Lead To Expulsion (Statutory Offenses)

Students are subject to suspension/expulsion by the Principal for the conduct listed below, subject to the procedures set forth in M.G.L. ch. 71, § 37H (see below).

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2 (see below).

STATUTORY OFFENSES: DUE PROCESS AND PROVISIONS OF LAW:

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
    a. The reason for the suspension
    b. A statement of the effective date and duration of the suspension
    c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

STATUTE: CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)

a. 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 limited to, a gun or a knife; or a controlled substance as defined in chapter 94 C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
c. 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/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a or b.
d. 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 10 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.
e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

STATUTE: FELONY COMPLAINTS & FELONY CONVICTIONS (MASS GEN. LAWS, CHAPTER 71 SECTION 37H1/2)

Notwithstanding the provisions of section 84 and sections 16 and 17 on chapter 76;

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal no later than 5 calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.
   The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents/guardians within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

GUN FREE POLICY

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have a brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determined by the Superintendent on a case-by-case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. S8921

NOTIFICATION TO THE POLICE AND OTHER AUTHORITIES

School officials may impose school-based discipline for misconduct in accordance with our disciplinary code and procedures. Separate from any school-based discipline, if the misconduct involves suspected criminal activity of a serious nature, school administrators may notify the police or other appropriate authorities. Acts likely to be reported include but are not limited to assaults that are sexual in nature or that result in serious injury, serious disruption to the school assembly, destruction of property (including graffiti, arson or vandalism), theft, hate crimes and other civil rights violations, bomb threats and other threats of a serious nature, possession or use of a dangerous weapon, possession or distribution of alcohol or a controlled substance as defined by law, or coming onto school property under the influence of alcohol or other drugs. The school staff will also consult with police officials under the district's policy addressing bullying to determine whether to report conduct prohibited by that policy. It is the prerogative of school officials to impose discipline for violations of school rules and policies, whether or not police or other authorities take action. Likewise, the police and other authorities, rather than school staff, are responsible for making decisions as to the course of their investigation process and proceeding with criminal charges. [See also, M.G.L. ch. 71, §§37H1/2 at page 27 allowing the Principal to suspend/expel students charged/convicted of felonies in some circumstances.]

Discipline of Special Education Students

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et. seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitutes a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Student Support Services, who can be reached at 781-455-0400 x 11213.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

NEEDHAM PUBLIC SCHOOLS BULLYING POLICY

Bullying, cyber-bullying and retaliation will not be tolerated in the Needham Public Schools. This includes all forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

Further the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:

- by establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- by training staff in identification of bullying, prevention and intervention techniques for bullying
- by providing time in classrooms/morning meetings for teachers to focus on bullying prevention so that they can provide tools for students
- by establishing and enforcing school rules and policies related to bullying

Definitions

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person;
- 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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
- 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Needham Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: A staff member, parent/guardian, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

Reporting to School Committee: If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parent conferences;
- Enhancing adult supervision on school premises.
- Limiting or denying student access to a part, or area, of a school.
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities.
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students.
- Transferring student's classroom or school.

Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Please see School Committee Policy JCFB Bullying for full statement on the district's policy regarding bullying and cyber-bullying.

POLICY PROHIBITING HAZING

Students are strictly prohibited from participating in initiation or membership rites in connection with school-sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletic and other school-sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the Principal or his/her designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it an fail to report it can expect to be exclude from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

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

The term "hazing" as used in this section and in section 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 or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced to 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 of safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of these section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Whoever knows that another person is the victim of hazing as defined section seventeen an is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (See M.GL. c. 269, S17-19).

LEGAL NOTICES AND SELECTED POLICIES

NOTICE OF NON-DISCRIMINATION

Discrimination and Harassment Grievance Procedures

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under to Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00 and the Age Act. This policy applies to all students, and staff, as well as members of the general public.

Definitions

For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.

B. "Discrimination" means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

   When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events.

Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Needham Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or to the District's Civil Rights Coordinator. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

The District's Civil Rights Coordinator is:

For employees:
Alex Montes-McNeil
Assistant Superintendent for Human Resources
alex_mcneil@needham.k12.ma.us
781-455-0400 x11208

For students and families:
Mary Lammi
Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us
781-455-0400 x11213

B. District staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

C. Students, employees and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8th Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-289-0150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-669-6820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196 (TTY).

Complaint Handling and Investigation

A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

DISTRICT MEETINGS, PROGRAMS, ACTIVITIES

The Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

- All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act.
- Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools
1330 Highland Avenue
Needham, MA 02492
(781) 455-0400 x 11203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provide upon request.

Whenever an individual who is Deaf or Hard of Hearing seeks to obtain information under this procedure, the district will seek to provide access to that person as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method, which could include written notes. This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing. Please contact the Director of Student Support Services for more information: (781) 455-0400 x 11213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

SPECIAL EDUCATION SERVICES

Special Education services provide specialized instruction to students who have been identified through testing, as having an educational disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents and teachers, develops an Individualized Education Program (IEP) for the student. This Program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with a parent's permission. If you would like more information or believe your child may have a disability, please contact your child's teacher or your school's principal.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

- The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.
- (b) The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- (c) The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.
- As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved by the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Assistant Superintendent for Student Support Services no later than October 1 of each school year**.** Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent**.**
- (d) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.
- (e) **Destruction of Records:** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

- (f) **Temporary Records** consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed up to 7 years after leaving school provided prior notice is given to the student.

GUIDELINES FOR THE ASSIGNMENT OF STUDENTS

These guidelines are intended to provide direction and to promote understanding about class assignments for students in all middle school programs. The primary goal of the class assignment or "placement" process at these levels is to construct balanced classes that address the needs of individual students and provide an appropriate learning environment for all.

We recognize that each student possesses personal experiences, skills, and characteristics and that the student brings these attributes into the classroom to strengthen and enrich the classroom experience. We value classrooms that promote diversity, equity, and inclusion for all students. We believe the learning environment is stronger for everyone when students from different racial, ethnic, learning, language, socioeconomic, religious, and cultural backgrounds have the opportunity to interact and engage in learning together.

The process for developing classes for each school year is a student-centered activity that involves the school staff, including appropriate program staff, (i.e., METCO, ELL), the child's current teacher(s), support staff, guidance counselor, assistant principal, and principal. In addition, families are encouraged to provide information about special or unique circumstances regarding their child that may inform the student placement process. Ultimately, the final decision about student placement in classes rests with the principal.

Educational Opportunities for homeless, foster care, and military connected students

Homeless students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

The district liaison for homeless students and their families is Mary Lammi, Assistant Superintendent for Student Support Services.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district

policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

Educational Opportunities for Children in Foster Care

The district ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

The points of contact for the district include:

Julie Muse-Fisher, Executive Director of Special Education
julie_musefisher@needham.k12.ma.us
Mary Lammi, Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;

Interstate Compact on Educational Opportunity for Military Children

PHYSICAL RESTRAINT OF STUDENTS & TIME OUT PROCEDURE

Physical Restraint

School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or his/her designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours and will provide written notice within three school working days by email address provided by the parent (or by regular mail to the parent postmarked within three school working days of the restraint.)

Time-out

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from Mary Lammi, Director of Student Support Services, who can be reached at 781-455-0400 x11213.

RESPONSIBLE USE OF DIGITAL RESOURCES

Students and his/her parent/guardian are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

Student email
Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Roles and Responsibilities
Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical
- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS may not be connected to the NPS network without specific permission
- Devices, including student owned devices, that disrupt the educational process or operation of the NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

Respect and protect the intellectual property of others
- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

Safety and privacy of self and others
All users are expected to adhere to principles of safety and privacy:
- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or others without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent or guardian or teacher.

Respect and practice the principles of community
Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.

- Students will report threatening or discomforting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).

- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

Notification of Student Access to Digital Tools

In addition to Google Apps for Education and MyHomework, there will be a number of digital resources that teachers may use as educational tools. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. Such tools will typically be accessed through your student's Needham Google Account, using their Google ID and Password. Examples of such tools are the following:

Khan Academy

Khan Academy is a free online resource that allows students to learn anytime, anywhere, with material that is uniquely appropriate for them. Students can explore new topics and practice their skills by using interactive practice and tutorials. Teachers will use this app when they feel appropriate; not all teachers will use this app. When used in class teachers will assist with log-in.
Website: www.khanacademy.org
Terms of Service: www.khanacademy.org/about/tos
Privacy Policy: www.khanacademy.org/about/privacy-policy

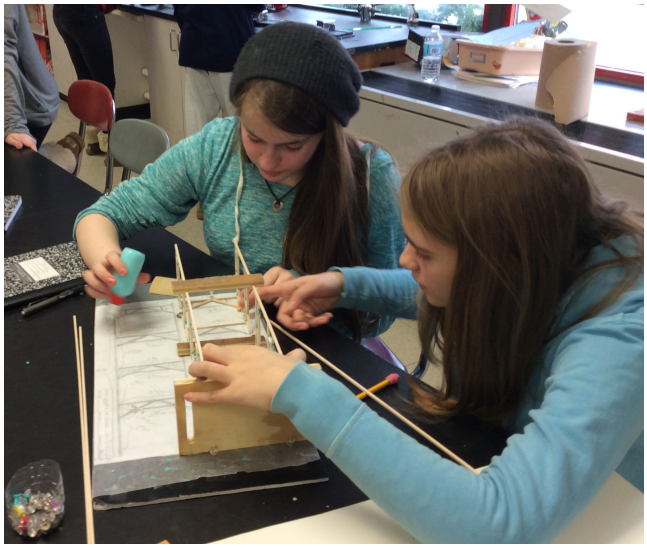
Quizlet

Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. Quizlets can be made by teachers and shared or made by students as a study tool. Teachers will use this app when as appropriate, though not all teachers will use it. When used in class teachers will assist with log-in.
Website: https://quizlet.com/
Terms of Service: https://quizlet.com/tos
Privacy Policy: https://quizlet.com/privacy

Newsela

Newsela is a resource that provides teachers, parents, and students with over 1,000 current event articles scaled at five different reading comprehension levels. Newsela uses leveled articles and real-time assessments to build comprehension. Articles are aligned to curriculum standards and often include lesson plan components such as writing prompts and quizzes.
Website: https://newsela.com/
Terms of Service: https://newsela.com/pages/terms-of-use/
Privacy Policy: https://newsela.com/pages/privacy-policy/

Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources



NEEDHAM HIGH SCHOOL

A CARING COMMUNITY
STRIVING FOR PERSONAL GROWTH AND
ACADEMIC EXCELLENCE

Aaron Sicotte
Principal

Mary Kay Alessi
Alison Coughbrough-Argentieri
Keith Ford
Assistant Principals

T0: Dr. Dan Gutekanst, Superintendent
FROM: Aaron Sicotte, Principal of Needham High School
RE: NHS Student Handbook 2020-21
DATE: 23 April 2020

I am pleased to present the Needham High School Student Handbook for 2020-21. The Handbook provides clarity about our expectations, guidelines, and responses regarding student behavior while in NHS. It is meant to be a resource for students in a variety of circumstances and will be provided to all students at the start of the year as always.

The 2020-21 Handbook is very consistent with the 2019-20 Handbook. In total, only two school-specific policies have changed: the NHS School Council has recommended updates to our Food and Drink Policy (page 22); our Class Removal Policy (page 25); our All Gender Bathrooms (page 48); and our Academic Misconduct Policy (page 51). Additionally, our district policy regarding the Process for Long-Term Suspension (page 26) has been updated to reflect the most accurate legal guidance. In each case, the updated language is in red and the language to be cut is ~~struck~~ through. Finally, items that have yet to be finalized – such as the MCAS schedule for next year – are also noted in red. Hopefully, these edits will make a review of the Handbook changes easier for the School Committee; if the Handbook is approved, the edits will all be removed and the Table of Contents updated for a clean final version.

The changes to the Food Policy, the Class Removal Policy, and the Academic Misconduct Policy stem from thoughtful and collaborative processes that all included pilot programs with ample opportunity for feedback leading to further improvement and refinement. The Student Council was particularly involved in the Food Policy process and helped shape the pilot and the policy. The Class Removal and Academic Misconduct Policies both originated with the High School Leadership Team and included a wide range of teachers from the building in the discussions and pilots. I strongly believe each reflect core belief of NHS more accurately in their updated versions. The changes to the All Gender Bathrooms policy comes from a recognition in the awkwardness of the original language and a desire to simply improve the phrasing.

I appreciate the policy-related support that Central Office and the School Committee consistently provide for us at Needham High School as we look to positively shape our students' experiences at Needham High. I also appreciate the deep investment of the NHS School Council in their representative and diverse perspectives on our policies at NHS and their dedication to determining what is best for our school overall. Finally, I want to acknowledge and thank the High School Leadership Team for their continual reflection on what we do and why, and their focus on striving to do even better each year; without their leadership and support these policies' pilots would never have come to fruition, nor would the improvements themselves.

609 WEBSTER ST. • NEEDHAM, MA 02494 • PHONE (781) 455-0800 • FAX (781) 455-5111

NEEDHAM HIGH SCHOOL

A Caring Community Striving for Personal Growth and Academic Excellence

Student Handbook

2020 - 2021

Needham High School - 609 Webster Street - Needham, MA 02492

Language Assistance Services

ATTENTION: If you speak a language other than English, language assistance services are available to you free of charge. **Contact your child's school for assistance.**

Spanish: ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. **Contacte la escuela de su hijo para asistencia.**

Portuguese: ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. **Entre em contato com a escola do seu filho para obter assistência.**

Russian: ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные языковые сервисы на вашем языке. Обратитесь за помощью в школу, в которой учится ваш ребенок.

Haitian Creole: ATANSYON: Si ou pale yon lòt lang ke lang Anglè, sèvis asistans lang yo disponib pou ou gratis. Kontakte lekòl timoun ou an pou kapab jwenn asistans.

Cape Verdean: ATENSON: Si bu ta fala un língua diferenti di Ingles, Servísus di Apoiu Linguístiku stá disponível sen kustus. Kontakta skóla di bu fidju pa dá-bu apoiu.

Thai:โปรดทราบ:®µnµ¡¼£µ¬µ°°ÉÄ°Áหนือจากภาษาองักฤษท่านสามารถใช้บริการความช่วยเหลือด้านภาษาโดยไม่ต้ องเสียค่าใช้จ่ายแต่อย่างใด ·n°Ã¦Á¦¸¥°»¦°nµÁ¡ºÉ°°ªµ¤nª¥Á®¨°°

Romanian: ATENȚIE: Dacă sunteți vorbitor de altă limbă decât engleza, serviciile de asistență lingvistică vă sunt disponibile în mod gratuit. Contactați şcoala copilului dvs. pentru asistență.

Arabic: انتباه: إن كنتم تتحدثون بلغة أخرى غير الإنجليزية، فإن خدمات المساعدة اللغوية متوفرة بشكل مجاني. تواصلوا مع مد رسة طفلكم من أجل طلب المساعدة.

Chinese: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。如需协助，请与您孩子的学校联系。

Mandarin: 请注意：如果您的母语不是英语，我们将免费提供您语言辅助服务。如需协助，请与您孩子的学校联系。

Taiwanese: 請注意：如果您的母語不是英語，我們將免費提供您語言輔助服務。如需協助，請與您孩子的學校聯繫。

Burmese: ňüŰØíÌǽèĿĀŚĆÿűˉ ňëąűćĉĭȯõűňíŴćŔĀŐœĉœðëœŰĄĊǽûŐ ř အျခားဘာသာစကား ေ○○ျပ○ပါက၊ ĉĭűèňfûëűůů အခ ေ့ ăœĉœðëœŰĈÿűŘèñœïõśĄŲœŰĆĆŁŔBèŘèǽïŒǎ ĉõűↄ သင့○ေကလ○းယ့ၚ၏ ŘèëœŲïűèŰĉǽŘO1 ňëØňõŕ ĆąØĆÿű ñDŽëȯ ąŒǎↄ

QUICK CONTACT INFORMATION

Main Number – All Calls ..... (781) 455-0800

Daily Attendance Reporting ..... ext. 22602

Athletics Office ..... ext. 22360

Athletics Office Fax ..... (781) 455-0818

Grade Level Office ..... ext. 22241, ext. 22243

Guidance Office ..... ext. 22134

Guidance Office Fax ..... (781) 455-0408

Health Office ..... ext. 22137

Health Office Fax ..... (833) 298-1218, (781) 444-3904

Library/Media Center ..... ext. 22466

Main Office ……..……..... ext. 22205

Main Office Fax ..... (781) 449-5111

Website …….. http://nhs.needham.k12.ma.us/

NEEDHAM HIGH SCHOOL
MISSION

NEEDHAM HIGH SCHOOL DRAWS FROM
THE STRENGTHS OF THE
COMMUNITY TO CREATE TEACHING
AND LEARNING PARTNERSHIPS BETWEEN
FACULTY, PARENTS, AND STUDENTS,
BOTH ON AN INDIVIDUAL LEVEL AND IN GROUPS,
IN ORDER TO PROVIDE A HIGH QUALITY EDUCATION.

THE SCHOOL OFFERS STUDENTS A VARIETY
OF OPPORTUNITIES TO EXCEL AND A DIVERSITY OF
PERSPECTIVES FROM WHICH TO LEARN IN AN
ENVIRONMENT THAT IS BOTH
NURTURING AND CHALLENGING.

THE BALANCED STUDENT IS ABLE TO PARTICIPATE
ACTIVELY IN SCHOOL AND SOCIETY,
BE CREATIVE, AND SELF-ADVOCATE
WHILE DETERMINING HIS OR HER UNIQUE PATH
TO FULFILLMENT.

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NEEDHAM HIGH SCHOOL

A CARING COMMUNITY
STRIVING FOR PERSONAL GROWTH AND
ACADEMIC EXCELLENCE

Aaron Sicotte
Principal

1 July 2020

Dear Needham High Students:

Welcome to the 2020-2021 school year at Needham High School. I am particularly excited to be back in our building and to have the class of 2024 and our New to Needham students joining us this year. I am confident the returning students will provide some guidance and support for our newer students to help ease the transition into a new building. Together, this will be a great year for us all.

At Needham High School, our Core Value is to create "A Caring Community Striving for Personal Growth and Academic Excellence." That statement should guide all of our work together. In the policies, rules, and procedures in the pages that follow, you will see the underlying belief that we should come into a safe, supportive and challenging environment each day and should interact with each other respectfully at all times. I highly encourage you to review these policies so your rights and the school's expectations are clear for you. Please talk to a counselor, administrator, teacher or any other staff member if you have any questions about this handbook.

I am looking forward to a great year together and hope you truly do feel the caring community of Needham High School as you grow personally and academically.

Sincerely,

Aaron Sicotte
Principal

II. Needham Public Schools Calendar 2020-2021

2020-2021

August/September (19)

M	T	W	Th	F
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October (21)

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November (17)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December (17)

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January (19)

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February (15)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March (23)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April (16)

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May (20)

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June (13)

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Holiday/Recess
Pre-K-8 Early Release (ER)
PreK-12 Early Release(ER)
Professional Dev. Day

NOTE: Classes at the high school (grades 9-12) begin at 8:35 on Fridays.

	AUGUST 2020
8/31	All Staff Meeting/Professional Development
	SEPTEMBER 2020
9/1	Professional Development
9/2	First Day of School Grades 1-12
9/3	Kindergarten begins/Preschool Orientation
9/4	First Day of Preschool
9/7	Labor Day - No School
9/23	Prek-8 Early Release
9/28	Yom Kippur - No School
	OCTOBER 2020
10/12	Columbus Day - No School
10/21	PreK-12 Early Release
	NOVEMBER 2020
11/3	**ELECTION DAY - SCHOOL ALL DAY**
11/11	Veterans' Day No School
11/18	PreK-8 Early Release
11/25	***No School- Professional Development***
11/26-27	Thanksgiving Recess
	DECEMBER 2020
12/9	PreK-12 Early Release
12/24-1/1	Winter Recess
	JANUARY 2021
1/4	Classes Resume
1/13	PreK-8 Early Release
1/18	Martin Luther King Jr.- No School
1/27	PreK-12 Early Release
	FEBRUARY 2021
2/10	PreK-12 Early Release
2/15-19	February Recess
	MARCH 2021
3/3	Prek-8 Early Release
3/17	PreK-12 Early Release
	APRIL 2021
4/2	Good Friday - No School
4/7	PreK-8 Early Release
4/19-4/23	April Recess
	MAY 2021
5/5	PreK-12 Early Release
5/19	PreK-8 Early Release
5/31	Memorial Day - No School
	JUNE 2021
6/2	PreK-8 Early Release
6/6	**GRADUATION: SUNDAY, JUNE 6, 2021**
6/17	Last day if no snow days-ER
6/24	**Last day 5 snow days-ER**

Approved by School Committee February 4, 2020

III. Needham High School Assessment Calendar

SEPTEMBER

NONE

OCTOBER

10/03 SAT
10/14 PSAT

NOVEMBER

11/07 SAT

TBD Make Up MCAS
TBD Make Up MCAS
TBD Make Up MCAS

DECEMBER

12/05 SAT

JANUARY

NONE

FEBRUARY

TBD Make Up MCAS

MARCH

3/13 SAT

TBD Make Up MCAS
TBD English MCAS
TBD English MCAS
TBD English MCAS

APRIL

NONE

MAY

5/03 AP Exams: US Government & Politics, Physics C Mechanics, Physics C Electricity & Magnetism
5/04 AP Exams: Calculus AB, Calculus BC, German Language & Culture, Human Geography
5/05 AP Exams: English Literature & Composition, Japanese Language & Culture, Physics 1: Algebra based
5/07 AP Exams: Chemistry, Spanish Literature & Culture, European History, Physics 2: Algebra based, Art & Design AP 2-D Art & Design, 3-D Art & Design, Drawing

5/08 SAT

5/10 AP Exams: French Language & Culture, World History: Modern, Macroeconomics
5/11 AP Exams: Seminar, Spanish Language & Culture, Latin, Psychology
5/12 AP Exams: English Language & Composition, Macroeconomics, Music Theory
5/13 AP Exams: Comparative Government & Politics, Computer Science Principles, Statistics
5/14 AP Exams: Biology, Italian Language & Culture, Chinese Language & Culture, Environmental Science

YEAR-END EXAMS FOR GRADE 12:
TBD Periods - TBD
TBD Periods - TBD
TBD Periods - TBD
TBD Period - TBD

TBD Math MCAS
TBD Math MCAS

JUNE

TBD Science MCAS
TBD Science MCAS

6/05 SAT

YEAR-END EXAMS FOR GRADES 9-11*:
6/11 Periods - TBD
6/14 Periods - TBD
6/15 Periods - TBD
6/16 Period - TBD
6/17 Make Up Day

Subject to change based on snow days

IV. Department & Administration Directory

Needham High School Main Number (781) 455-0800

MAIN OFFICE

PRINCIPAL	AARON SICOTTE	Ext. 22007
ASSISTANT TO THE PRINCIPAL	KERRI CENCE	Ext. 22007
MAIN OFFICE SECRETARY	LESLIE OFER	Ext. 22005
BOOKKEEPER	KARA SICKMIER	Ext. 22002

GRADE LEVEL OFFICE

ASSISTANT PRINCIPALS

GRADES 9 & 12	ALISON COUBROUGH-ARGENTIERI	Ext. 22240
GRADES 9 & 11	MARY KAY ALESSI	Ext. 22258
GRADES 9 & 10	KEITH FORD	Ext. 22242

SECRETARIES

ATTENDANCE – ALL GRADES	MARIAN SLAVIN	Ext. 22602
GRADES 9 & 11	KARA JAHN	Ext. 22241
GRADES 10 & 12	SARAH CONCANNON	Ext. 22243

HIGH SCHOOL DEPARTMENT CHAIRS

ENGLISH	PATRICK GALLAGHER	Ext. 22640
HISTORY & SOCIAL SCIENCES	STEPHEN PLASKO	Ext. 22540
MATHEMATICS	JOHN SHEA	Ext. 22846
SCIENCE	JENNIFER REGRUT	Ext. 22949
SPECIAL EDUCATION	PATRICIA MULLEN	Ext. 22771

K-12 DIRECTORS

FINE & PERFORMING ARTS	LEEANN SUTTON	Ext. 22440
GUIDANCE	TOM DENTON	Ext. 22130
HEALTH SERVICES	BARBARA SINGER	(781) 455-0416
MEDIA & DIGITAL LEARNING	JEAN TOWER	Ext. 22458
METCO	JOANNE ALLEN-WILLOUGHBY	Ext. 22554
WELLNESS & PHYSICAL EDUCATION	KATHY PINKHAM	Ext. 22140
WORLD LANGUAGE	ELIZABETH ZAJAC	Ext. 22745

DEPARTMENTS

ATHLETICS DIRECTOR	DANIEL LEE	Ext. 22143
ASSISTANT ATHLETICS DIRECTOR	MICHAEL JACKSON	Ext. 22362
ATHLETICS BOOKKEEPER	DANA LANGLEY	Ext. 22306
GUIDANCE	JEAN MCDAVITT	Ext. 22134
HEALTH OFFICE	LISA AUSTIN, RN	Ext. 22137
	LIVIA RIZZO, RN	Ext. 22139
	JACKIE KILEY, RN	Ext. 22138
LIBRARY	KAREN VONA-MCINTYRE	Ext. 22459
	JENNIFER MAW	Ext. 22460

V. Legal Notices

1. NON-DISCRIMINATION NOTICE

Discrimination and Harassment Grievance Procedures

The Needham Public Schools does not discriminate against students, parents, employees, or the general public based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Needham Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

This Grievance Procedure is adopted to assist school staff in responding to claims of discrimination and/or harassment based on race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age, including those claims brought under to Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00 and the Age Act. This policy applies to all students, and staff, as well as members of the general public.

Definitions

For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student, employee or other individual has been discriminated against or harassed on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age.

B. "Discrimination" means discrimination or harassment on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment. Under M.G.L. c. 151B, § 1, the term "sexual harassment" shall mean sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Policy Prohibiting Harassment and Retaliation

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Needham Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student, employee or other individual who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal, or to the District's Civil Rights Coordinator. If the school principal receives the

report, he or she will notify the Civil Rights Coordinator of the Complaint. Students, employees or other individuals who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

The District's Civil Rights Coordinators are:

For employees:

Alexandra Montes-McNeil
Assistant Superintendent for Human Resource
alex_mcneil@needham.k12.ma.us
781-455-0400 x11208

For students and families:

Mary Lammi
Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us
781-455-0400 x11213

B. District staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students, employees or other individuals which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

C. Students, employees and other individuals are encouraged to utilize the District's Complaint Procedure. However, individuals are hereby notified that they also have the right to report complaints to: The United States Department of Education; Office for Civil Rights, 5 Post Office Square, 8th Floor; Boston, Massachusetts 02110-1491, Telephone: (617) 289-0111, Fax: 617-2890150, TDD: 877-521-2172; or Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700, TTY: N.E.T. Relay: 1-800-439-2370, FAX: 781-338-3710. Employees also have the right to seek a remedy at any time at the Equal Employment Opportunity Commission (EEOC), John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203-0506; 1-800-669-4000 or 1-800-6696820 (TTY) and the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Suite 601, Boston, MA 02018; 617-994-6000 or 617-994-6196 (TTY).

Complaint Handling and Investigation

A. The school principal or designee shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.

1. The Complainant shall have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The investigation shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during

the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory hostile environment, which may include but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) school days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or, in the case of a student, the student's parents/legal guardians, are disSATisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within seven (7) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the Complainant or, in the case of a student, the student's parents/legal guardians, are disSATisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

3. STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school's principal.

A. The right to access the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the building principal.

B. The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Needham Public Schools and who need access to a record in order to fulfill their duties. The Needham Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by law, the Needham Public Schools routinely releases (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request, (2) the name and address of students to third party mail service that has been approved the Department of Elementary and Secondary Education upon the request of a Charter School and (3) directory information, without consent. Directory information consists of the following: the student's name, parents' names, address, parent's email address, telephone listing, date of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the Assistant Superintendent for Student Support Services no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

D. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC, 20202.

E. Destruction of Records: Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

F. Temporary Records: consist of all the information not kept on the transcript. This information includes the student's standardized test scores and evaluations by teachers, counselors, and other staff members. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal laws or any incident reports in which the student was charged with any suspendable act. In accordance with Department of Education regulations, a student's temporary record will be destroyed five (5) years after leaving school.

4. DISTRICT MEETINGS, PROGRAMS, ACTIVITIES

The Needham Public Schools, recognizing that some areas in its school department buildings are inaccessible to individuals with disabilities, adopts the following policy:

All meetings, conferences, programs, and activities in school department buildings are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Whenever an individual with a disability(ies) wishes to attend or participate in a meeting, conference, program, or activity which is inaccessible, that meeting, conference, program or activity will be relocated to an accessible area. Forty-eight (48) hour notice of the need for relocation should be made by the person with a disability(ies) to the Superintendent's Office:

Needham Public Schools
1330 Highland Avenue Needham, MA 02492
(781) 455-0400 x11203

The Superintendent is responsible for implementing this policy by relocating meetings, conferences, programs, or activities.

Whenever an individual with impaired vision seeks to obtain information under this procedure, the information will be communicated as follows:

- A Braille copy of the posting; a tape recording of the notice; and the use of a reader, where necessary, will be provided upon request.

Whenever an individual with impaired hearing seeks to obtain information under this procedure, the information will be communicated as follows:

- A communication option will be offered that reflects the individual's preference: interpretation by a sign language interpreter or oral interpreter; live transcription services; or another method which could include written notes.
- This assistance will be arranged through the Massachusetts Commission for the Deaf and Hard of Hearing.

Please contact the Assistant Superintendent for Student Support Services for more information: (781) 455-0400 x11213.

This policy will be posted in prominent and, where possible, accessible places in all School Department buildings, Town Hall, and the Public Library.

5. PROCESS FOR SCHOOL VOLUNTEERS

Any individual who seeks to serve as a volunteer in connection with school or school sponsored events in a role that involves direct and unmonitored contact with students will be required to participate in the Criminal Offender Record Information check prior to the volunteer activity. The school secretary will provide the Form to the potential volunteer for completion and then submit it to the Assistant Superintendent for Human Resources for processing with the Criminal History Systems Board. The CORI information will be reviewed by the Superintendent or his designee prior to determining whether the individual will be permitted to serve as a volunteer. [For additional information on procedures to be followed, please see School Committee Policy ADDA – Criminal Offender Record Information (CORI).]

6. HOMELESS CHILDREN AND YOUTH

Educational Opportunities for homeless, foster care, and military connected students

Homeless students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including

Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

The district liaison for homeless students and their families is Mary Lammi, Assistant Superintendent for Student Support Services. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute. Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.
LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015
Educational Opportunities for Children in Foster Care

The district ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

The points of contact for the district include:

Julie Muse-Fisher, Executive Director of Special Education
Julie_MuseFisher@needham.k12.ma.us

Mary Lammi, Assistant Superintendent for Student Support Services
mary_lammi@needham.k12.ma.us

Best Interest Determination
Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Transportation
The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Immediate Enrollment
If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.
LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Educational Opportunities for Military Children
In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.

Definitions
Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S.
Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E; Interstate Compact on Educational Opportunity for Military Children

7. RESTRAINT OF STUDENTS
School staff may physically restrain students only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm and as a last resort when other alternatives have failed or been deemed inappropriate. In all cases, staff will be mindful of the importance of preventing or minimizing any harm to the student that could result from physical restraint.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. It does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. While use of physical restraint is generally restricted to personnel who have received appropriate training, this training requirement does not preclude personnel from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. During a restraint, at least one adult who does not participate in the restraint will be present whenever possible.

A staff member who administers a restraint must verbally inform the principal or designee of the restraint as soon as possible and submit a written report no later than the next school working day. The principal or their designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours and will provide written notice within three school working days

by email address provided by the parent (or by regular mail to the parent postmarked within three school working days of the restraint.)

Time-out

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member, and a staff member must be with the student or immediately available to the student at all times. Time-out must cease as soon as the student has calmed.

Complaints and investigations regarding restraint practices are covered by School Policy JKAA.

Additional information, including a copy of applicable state regulations, can be obtained from the Assistant Superintendent for Student Support Services, (781) 455-0400 x11213.

8. PREGNANT STUDENTS

In accordance with state and federal law, the district does not discriminate against nor exclude students from its educational programs, or activities, including classes and extracurricular activities, on the basis of the student's pregnancy, childbirth, or recovery there from. Exceptions will be made only when a physician expressly prohibits the student's participation. The district does not require a pregnant student to obtain a physician's certification that the student is able to continue in school.

The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. A student may take a leave of absence relating to pregnancy and childbirth for any period of time deemed medically necessary by the student's physician. Following any such leave, the student will be reinstated to the status she held when the leave began. [See School Committee Policy JFE-Pregnant Students.]

9. HEALTH SERVICES POLICIES

The Needham Public Schools, in accordance with the regulations of the Massachusetts Department of Public Health, requires the following health information before a student enters school:

Health History

The Health History Form, which provides important health and developmental history about your child, must be completed by the parent/ guardian and submitted to the school nurse prior to school entry for all students.

Required Immunizations

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before admission to school. An immunization certificate/record that includes the month, day, and year the immunizations were administered needs to be submitted to, and reviewed by, the school nurse before the student begins school. State regulations also require each child to meet grade entry immunization requirements.

Exemption

Only documentation of medical and religious exemptions from immunization requirements is acceptable by the law in Massachusetts. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician annually and forwarded to the school nurse. For religious exemption, the parent/guardian must submit a letter annually to the school nurse stating that a vaccine conflicts with their sincere religious beliefs.

Physical Examination

The Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students that was completed within 12 months prior to the entrance to school, or within 30 days after school entry, and at intervals of three or four years after school entrance. Per these regulations, documentation of a current physical examination is required for students entering into preschool, kindergarten, grades 4, 7, and 10. If a student is participating in competitive athletics, an annual physical exam is required.

A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

Lead Poisoning Screening and Vision Screening (Kindergarten entry requirement)

Each child must present documentation of lead poisoning screening, tested at ages 2-5 years, upon entry to kindergarten. Vision screening must be completed by the student's primary care provider upon entry to kindergarten (within the previous 12 months), or within 30 days of the start of the school year; certification that kindergarteners have passed acuity and stereopsis screenings is required.

Tuberculosis (TB) Testing

Documentation of either:

- Screening for student's low risk of tuberculosis exposure

- Testing for tuberculosis of students at high risk of exposure to tuberculosis.

The Confidential Nurse Emergency Card must be completed annually by the parent/guardian and returned to the school nurse with updated information and authorization including: emergency contact information, student medical history, consent for student to receive emergency medical treatment, communication of pertinent medical information, and administration of select over-the-counter medication by the school nurse, per the NPS Medical Protocols.

Medication Policy

The Needham Public Schools Medication Policy complies with state and federal laws and Massachusetts Department of Public Health Regulation 105 CMR 210. The following statements highlight the main points of the policy:

- The Health Services policy encourages that medication be administered before and after school hours, if possible.
- All medication, prescription or over-the-counter, requires an order from a health care provider who is a licensed prescriber as well as a completed parent/guardian permission form. **Medication will not be administered until all required documents are completed and received by the school nurse**. These required forms are available in the health offices or may be downloaded from the Needham Public Schools Department of Health Services website.
- After consultation with the school nurse and the development of a medication administration plan, students who fall into the following exceptions may self-administer medication:
    - students with asthma or other respiratory diseases may possess and administer prescription inhalers
    - students with life-threatening allergies may possess and administer epinephrine via an auto-injector
    - students with cystic fibrosis may possess and administer prescription enzyme supplements
    - students with diabetes may possess and administer a glucose monitoring test and insulin delivery system
- Medications must be delivered to the school nurse in a correctly labeled pharmacy or manufacturer's medication container by the parent, guardian or responsible adult. (Medications are not accepted in containers such as plastic bags.) **Students are not permitted to bring medication to school.**
- All medication orders expire at the end of each school year. New medication orders are required at the start of the school year.
- All medications must be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school will be destroyed.

Children with Special Health Care Needs

If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health condition requiring special health services in the school and/or is assisted with medical technology, it is vital that the parent/guardian meet with the school nurse and develop an Individual Health Care Plan (IHCP) prior to school entry.

Concussions

Concussion or Traumatic Head Injury can occur whenever there is a blow or jolt to the head that causes complicated chemical changes in the brain that take several days to resolve. Many concussions occur during organized (especially contact) sports, but are also common as a result of skiing, snowboarding, skateboarding, gymnastics or ballet falls, etc. Many concussions can go undetected initially because there has been NO loss of consciousness and the person is able to resume activity following the initial blow to the head or whiplash. Concussions may be life-altering or life-threatening if not treated correctly or aggressively. The Needham Public Schools (NPS) seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. Although every concussed student is different, the care and management of all students who have sustained concussions requires education, supervision, and close collaboration between students, parents/guardians, school nurses, coaches, athletic trainers, athletic director, administrators, guidance counselors, school physician, teachers, neuropsychologists, and the student's primary care providers and medical specialists. In accordance with the Needham Public School (NPS) Policy on Head Injuries and Concussions in Extracurricular Athletic Activities 2012, protocols and procedures that are implemented are compliant with Massachusetts General Law c. 111, §222, An Act Relative to Safety Regulations for School Athletic programs, the Massachusetts Department of Public Health regulations 105 CMR 201.000, Head Injuries and Concussions in Extracurricular Athletic Activities, and the Massachusetts Department of Public Health regulations 105 CMR 200.000, Physical Examination of School Children.

The NPS Protocol Post Student Head Injury and Concussions- Re-entry to Academics and Return to Physical Activity and Athletics:

- Student sustains head injury during school, extracurricular athletics or activities, or other setting
- Student is removed from "play" from sports, physical education, or other physical activity until medically evaluated
- Student is assessed by school nurse during school day and certified athletic trainer during NHS sports, as available
- Coach, certified athletic trainer, or school nurse completes head injury report
- Parent/guardian is notified and student is dismissed from school or athletic activity and referred for medical evaluation
- Medical provider evaluates student and documents diagnosis of traumatic brain injury or concussion
- Parent/guardian provides school nurse with documentation of head injury from medical provider and plan of care including orders for brain and physical rest
- School nurse notifies guidance department and teachers/coaching staff of injury and initiates a re-entry meeting with teachers, guidance, special education liaison, parent/guardian, and student (as applicable)
- A graduated academic re-entry plan and accommodations are implemented per protocol unless severity of head injury or prolonged recovery necessitate development of a 504 plan or amendment to IEP

- School nurse will review symptoms with student each day to assess recovery, update return to academics checklist, and advise guidance and teachers of student's readiness to progress with return to academics plan
- Teachers, students, parents/guardians will maintain an open dialogue regarding work expectations and progress
- Medical provider provides updated documentation about student's medical recovery and clearance for progression to full academic program including physical activity and physical education
- School nurse notifies guidance and teachers of progression to full academic program without accommodations due to head injury
- School nurse notifies certified athletic trainer to initiate graduated return to athletics per protocol
- The Certified athletic trainer consults with the medical provider for authorization to clear the student to return to full athletics.

Symptoms to look for following a blow to the head:

- Headache or "pressure in head"
- Nausea or vomiting
- Loss of consciousness (even briefly) or groggy
- Sensitive to noise and/or light
- Blurred or double visions
- Appears dazed or stunned
- Is confused about assignment
- Confusion: cannot recall events prior to hit or fall
- Answers questions slowly
- Forgets sports plays
- Unsure of game, score, or opponent
- Moves clumsily
- Shows behavior or personality changes
- Feeling sluggish, hazy, foggy
- Concentration or memory problems
- Balance problems or dizziness
- Cannot recall events after hit or fall

Some of these symptoms will appear immediately after the blow. Some may quickly disappear while other symptoms can increase or develop hours or even days after the injury.

What to do if your child has had a concussion:

1. **Seek medical consultation.** If there has been loss of consciousness (even briefly) the injured person should be taken immediately to the hospital or MD office for evaluation. For concussions not involving loss of consciousness, report symptoms to the primary care provider (PCP) right away for advice about how to proceed.
2. **Brain and physical rest** is the main treatment for a concussion. Doing as little as possible will allow symptoms to begin clearing and a graduated return to school and sports will be planned.
3. **Proper evaluation.** Make sure to get written clearance from the PCP or specialist who understands current concussion management protocols before resuming activities. Progression is very individualized and is determined on a case-by-case basis. Factors affecting progression include: duration and type of symptoms, previous history of concussion, and type of sport/activity participation.
4. **Inform your child's school nurse** if your child has experienced a concussion and to discuss the procedures and plans for your child's return to academics, physical activity, and athletics.

Life-Threatening Food Allergy

The Needham Public Schools recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students. The implementation of the Policy for Life-Threatening Food Allergy aims to minimize the risk of exposure to allergens that pose a threat to students, to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The management of students with food allergies requires the awareness, support, and response of the entire school community.

- **If your child has a life-threatening allergy, please make sure they have access to emergency medication (Epinephrine) at all times and be sure that the school nurse has the necessary medical information about your child's emergency allergy action plan.**

Key points of the policy for Life-threatening Food Allergy include the following:

- NPS recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students.
- An individualized health care plan including accommodations for prevention, management and emergency response is developed for each student with a medically-diagnosed life-threatening food allergy.
- The school programs are not declared as "allergen free" and foods with known allergens (peanuts, tree nuts, milk, eggs, shellfish, fin fish, soy, wheat) are not banned
- Communication, planning, and education with faculty/staff, parents/guardians, and students will aim to minimize the risk of exposure to allergens that pose a threat to students.
- Non-curriculum related classroom-based celebrations and parties are food free
- Use of food as a reward or incentive during the school day is prohibited unless approved as part of an Individualized Education Program (IEP).
- Inclusion of food for curriculum instruction and related activities or special school events,requires strict adherence to the management protocol

- Sales of competitive foods and beverages (including bake sales/fundraisers) will not be permitted district wide during the school day and beyond school hours at the preschool-elementary level. Beyond the school day sales of competitive foods are permitted in grades six-twelve.
- NPS Staff employed by the NPS, to supervise and/or coach students participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day, are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with life-threatening allergies
- NPS staff are not responsible for implementing the Food Allergy Policy and related protocols and procedures during: 1) school-sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies), or 2) programs or events on NPS property that are sponsored by various parent, community, and private groups.

10. NEEDHAM SCHOOL NUTRITION SERVICES

Breakfast and lunch are served at Needham High School every school day (except early release days). Before school each day breakfast is served from a cart in the school entry area, featuring such items as smoothies, fresh, warm bagels, muffins and fruit. For lunch, many choices of nutritious hot and cold lunches are prepared and offered in the cafeteria, including a magnificent salad bar and several gourmet lunch selections.

The High School Cafeteria is managed by a Chef Manager. The Nutrition Services department is dedicated to being a leader in quality nutritious school meals and has won two Healthier US School Challenge awards. The department is directed by a Registered Dietitian, and supported by a second Registered Dietitian as Nutrition Outreach Coordinator. The Cafeteria Staff are dedicated, talented, and kind people who are there because they love to care for children by preparing and serving excellent food in their “nutrition classroom”, and encouraging the students to make good food choices to enhance their well-being.

Much thought and planning is put into providing a variety of entrée and other lunch menu components, which are delicious, trendy and student friendly, and nutritious. The menu of the day changes, but every day there are other lunch options available , including an elaborate Salad Bar, Gourmet Wraps, Homemade Pizza, various sandwiches, Hamburgers, Chicken Patties, Bagel & Yogurt or Cheese. Every day of the week features a favorite Gourmet Entrée choice, and on Thursdays we serve “LTO (limited time only) Gourmet Special” which is a trendy and fun new item that changes each month. Plentiful supplies of many choices of delicious fresh fruits, cut veggie sticks and salads are always available as part of the school lunch.

The menu and nutritional information, as well as allergy and ingredient information, are available on the Needham Public Schools Nutrition Services website.

High School Items for sale:

BREAKFAST Includes 4 components, per USDA: 2 oz Grain (or 1 Grain and 1 Meat), Fruit (or juice), Milk.
The student must take at least 3 components, one being the fruit (or juice)

LUNCH Includes 5 components, per USDA: Meat (or Meat Alternate), Grain, Fruit, Vegetable & Milk.
The student must take at least 3 components and must take a fruit or vegetable for it to be considered a ‘meal’.

A LA CARTE See below

Free or Reduced Priced Lunches

Families who may automatically qualify for free or reduced price meals through a match with the Massachusetts HHS agency, will be notified before school begins in September. Other families may apply for free or reduced lunches by completing a current school year meal application. A new application must be filled out at the beginning of each school year, or at any time throughout the year if the financial situation in the home changes. Meal applications are sent home at the beginning of every school year and are available on our website, in the school office, or the Nutrition Service office at the Administration Building. An on-line application is also available at https://lunchapp.com/

What do you get with lunch and what is not included?

Students who qualify for free or reduced price meals are able to get one complete breakfast and lunch for free or reduced price per day.

Included in a LUNCH (free, reduced, or full price) is:

- One Entree (any choice, including Salad Bar and Gourmet entrees). “Entrée” is the protein item and grain item (usually together, ie: hamburger on bun)
- Fruits & Vegetables. We don’t limit (within reason) and we encourage students to take LOTS
- Milk, 8 oz. carton: 1%, Fat-free White, Fat-free Chocolate or Fat-Free Strawberry, Lactaid (for documented lactose intolerant students)
- Dessert: if it is written on the menu for the day (typically offered 1-2 x/week)

A la carte items that are available at Needham High School are not included in the lunch price. These items are listed here:

- 2nd Entrée
- 2nd Gourmet Entrée
- PBJ pocket sandwich
- Yogurt
- Smoothies *(fruit & yogurt)*
- Cold Cereal
- Baked Lays chips
- Fresh baked Cookie
- 20 oz Water

Students who qualify for free or reduced lunch can purchase a la carte items with cash, or money can be deposited into their lunch account for purchases of those items.

How the automated cafeteria payment system works:

- Every student has their own personal lunch account and PIN number
- Parents/Guardians deposit money into the student's account by check via the school cafeteria, online (credit card or electronic check), or cash (see prepay information below).
- Sales are automatically deducted from the student's account. Details of account use are tracked in the system and parents/guardians can access this information (see below).
- Prepayment into the account is strongly encouraged as it is a faster transaction at the register. However, paying with cash is an option.
- Students who qualify for free or reduced price lunches are processed at the cash register like all other students, avoiding any potentially uncomfortable situation for the student. A la carte items (above) are not free nor available at reduced price. Only the meal.
- All students access their accounts at the cash register by entering their PIN number on the PIN pad located at the register. Needham High School students' PIN numbers are changed from their old 4-digit number to a 5-digit number when entering 9th grade. You will be notified of this number in the Welcome Back to School letter from Nutrition Services. If a student does not remember it, the cashier can access their account through the computer register by their name.

When the lunch account gets low:

- Students are notified at the cash register.
- An automated 'Low Balance Email' is sent on Monday evenings to the parent/guardian of students whose lunch account is at $25.00 or below.
- A second 'Low Balance Email' is sent on Thursday evenings if balance is $15 or below.

Negative Lunch Accounts

- If a student's lunch account goes below zero, the automated "Low Balance Email" is again sent on Monday and Thursday evenings (see above) to serve as a further request to deposit money into the lunch account.
- If we do not have an email address in our lunch account system, a negative balance letter is printed out and mailed to the home, requesting deposit into the lunch account.

Credit limit/Negative Balance followup

- If a student's lunch account reaches -$10.00 and there has been no response to email requests for deposit, the Cafeteria Manager will call the home to notify the parent/guardian about the negative account and to resolve the negative balance.
- If the account remains negative and reaches -$20.00, then the delinquent account is referred to the Nutrition Services Director's office and additional attempts are made to reach parent/guardian via cellphone and/or work phone numbers.
- If the account remains negative and continues to increase in debt, the matter is referred to the school Principal for follow up with the parent/guardian.
- Beyond that, delinquent lunch accounts will be referred to a debt collection agency.

Tracking lunch accounts

- Parents/guardians can look at student lunch account activity. Instructions for doing this are on NPS Nutrition Service website: "MyLunchAccount instructions". You will need the students Powerschool student ID number to access.

How to Prepay:

1. Deposit funds via online at Schoolpay.com. There is a link to the current online payment provider, SchoolPay, on the NPS website home page, as well as on the Nutrition Services page under Lunch Payment System. You will need to know the student's 5 digit online payment ID number specifically assigned for this on-line payment service. You can get that number and instructions for setting up an account in Powerschool.
2. Bring/send a check (payable to "Needham School Nutrition Services") to your school, in an envelope marked "Cafeteria". Deposits are made at the school cafeteria register. Please record on the memo line of the check: Student's full name, and 5 digit PIN number.

Food Allergies:
Nutrition Services is informed by the school nurse as to any food allergies students have. It is entered into the computerized point of sale system so that an alert comes up to the cashier about what the student is allergic to. The cashier must acknowledge that alert, and checks the tray to assure there are no foods on the tray that the student is allergic to. We accommodate documented food allergies, including gluten-free diets. See website for more detail.

Website:
Families are encouraged to visit the Needham Public Schools Nutrition Services website.

Contacts:
Needham High School's Chef Manager: Diana Mordini, (781) 455-0800 x22261

Nutrition Services Office:
(781) 455-0400:
Ruth Griffin, Nutrition Services Director, x11216
Jen Tuttelman, Nutrition Services Outreach Coordinator, x 11237
Barb Pitney, Nutrition Services Secretary, x11285
Mirella Santucci, Nutrition Services Bookkeeper, x11219

VI. Excerpts from the NHS Student Council Constitution

I. The purpose of the student council is to serve students, provide communication with the school administration, and coordinate social activities for Needham High School.

II. Composition of students
   A. Class Officers: there shall be four class officers: President, Vice President, Treasurer, and Secretary.
   B. Class Representatives: every grade shall elect three representatives, with the exception of the senior class, who shall elect a minimum of three representatives, or the number of representatives necessary to bring the total amount of seniors on the student council to ten.
   C. METCO Representative: two (2) METCO Student Representatives elected by the METCO population of the school.
   D. Student Advisory to the School Committee (SASC): six (6) elected students of any grade.
   E. Greater Boston Regional Student Advisory Committee (GBRSAC): two (2) elected students of any grade.
   F. School Council: students selected by the principal.
   G. If a student is elected for GBRSAC or SASC s/he may not run for class representative.

III. Responsibilities of student council members
   A. [Advisor Responsibilities]
   B. All members shall:
      1. Be present for at-large meetings;
      2. Represent the student body and make decisions on their behalf;
      3. As a whole, lead and participate in student government action, social events, and fund-raisers.

IV. Student council at-large Officers:
   A. An executive committee composed of the President, Vice President, Treasurer and Secretary shall meet to set agendas and prepare for meetings every other week or when necessary.
   B. A class officer cannot be a student council at-large officer.
   C. The President shall:
      1. Oversee general operation of student council activities;
      2. Facilitate meetings of the student council at-large;
      3. Hold regularly scheduled Executive Board and student council at-large meetings;
      4. Only cast her/his vote in the event of a tie;
      5. Set an agenda for every meeting;
      6. Maintain regular, individual contact with all executive board members.
   D. Vice President shall:
      1. Assume the president's role in her/his absence;
      2. Assist the president for at-large meetings;
      3. Complete any other necessary functions;
      4. Oversee the committees if necessary.
   E. Treasurer shall:
      1. Acknowledge all financial affairs;
      2. Act as chair of the Finance committee;
      3. Keep up-to-date records of all student council finances;
      4. Periodically report on the financial standing of the council;
      5. Assume the president's role in the absence of the Vice President and President.
   F. Secretary shall:
      1. Attend and keep minutes for student council at-large meetings;

2. Keep attendance records for meetings and other functions;
3. Maintain an up-to-date student council member roster including homeroom, home number, and email address;
4. Keep a student council calendar for upcoming meetings and functions;
5. Reserve space for all meetings;
6. Facilitate communication of all student council meetings and functions;
7. Assume the president's role in the absence of Treasurer, Vice President, and President.

G. Class Officers
1. The President shall conduct meetings with representatives and the class.
2. The Vice-President shall assume the President's duties in the President's absence.
3. The Treasurer shall keep an accurate record of class funds.
4. The Secretary shall keep the minutes of class meetings, write up a summary of class activities.

H. Class Representatives shall attend meetings, represent their class, and make decisions on their behalf.

1. METCO Representative: Two elected representatives shall attend at-large meetings and regularly report to the council of the body they represent.
2. SASC: Six elected students shall attend at-large meetings and regularly report to the council of the body they represent.
3. GBRSAC: Two elected students shall attend at-large meetings and regularly report to the council of the body they represent.

V. School Council: Selected students shall attend at-large meetings as non-voting members, and regularly report to the council of the body they represent.

VI. This Constitution will go into effect September 2003.

VII. Judiciary Court – **REPEALED, June 2012**

*Item II.B was amended in June 2004.
*Item IX was added in May 2005.
*Items II.C and III.C added January 2006.

VII. Student Attendance Policies, Procedures and Regulations

1. GENERAL POLICIES

- Parents/guardians are expected to make every effort to guarantee that their children will be in attendance when school is in session. If a parent/guardian is unsure what constitutes an acceptable reason for absence, please call the assistant principal or the attendance secretary for clarification.
- Students must be present in the classroom each time the class is in session unless they have obtained the teacher's authorization in advance to be elsewhere. Approval can come from the counselor, or school nurse or the assistant principal who will in turn notify the teacher. The reason for the absence must be approved and the student's whereabouts must be known.
- Students and parents/guardians must address any discrepancies with the school's attendance decisions within three days of written notification of the violation or concern.
- If students are absent due to illness or "exceptionally urgent reasons," opportunities for advanced work or make-up work will be extended to students. However, the student is responsible for ensuring their work is completed.
- Students who are absent from school may not participate in any extra-curricular activities that day.
- Any student being excused for medical reasons from physical education may not participate in any athletic activities that day.
- Students who are dismissed from school by the school nurse due to illness or injury may not participate in extracurricular activities for that day, including athletic events and practices, student performances, school-sponsored trips, etc.
- A student must attend school from the opening of the school day until 11:20 a.m. or enter school prior to 9:35 a.m. and remain until the end of the school day to be considered as attending for the day. Regarding athletics and extracurricular activities, students who leave school early or who enter school late without an approved excuse cannot participate in any games, practices, or extracurricular activities that day. (see "Special Note 1") Students who are absent from school on Friday or the last day of the week are ineligible to play on the next calendar day after the absence. The only exception to this rule is the student who has submitted in writing an excuse for a "planned" absence to the assistant principal and who has received written permission to participate.

2. LISTING OF ATTENDANCE ON TRANSCRIPTS

Total Unexcused Absences and total Tardies will be listed on the student transcript.

3. ABSENCE REPORTING

The parent/guardian must inform the school of their child's absence by telephoning before 10:00 a.m. with the following information

- Date(s) of absence(s)
- Child's Name
- Year of Graduation
- Reason for absence

- A phone number where caller can be reached, if not at a home number
- For all grades call (781) 455-0800 x22602

Parents and guardians must furnish the school with a home, work, or other emergency telephone number where they can be contacted during the school day. Parents/guardians will be contacted on the day of absence or as soon as practical and within three (3) days of the student's absence if the parent/guardian has not contacted the school regarding an absence.

4. DISMISSALS

If for any reason a student needs to be dismissed from school, all arrangements should be made prior to the dismissal. Students who leave the building without permission are subject to disciplinary action.

- Notes from home specifying the date, time, and reason for the dismissal, should be brought to the Grade Level Office immediately upon arrival at school. No child will be dismissed without a confirmed note or phone call from a parent/guardian.
- Students should contact teachers about all work due on or after the dismissal.
- The nurse or appropriate assistant principal must dismiss any student leaving the building because of illness or any other unforeseen emergency.

5. ATTENDANCE IN HOMEROOM AND X-BLOCK

- Unless a member of a club or organization that is conducting business during Homeroom, students must remain in the classroom for the entire period.
- Attendance policies and practices in the homeroom and X-block will be consistent with those of regular classes.
- Juniors and Seniors who have a study period during one of the first two blocks must attend homeroom and X-block on those days.
- Seniors who have study periods during the first and second blocks of the day, with permission from their Assistant Principal, need not attend homeroom on those days, but are responsible for ensuring the accuracy of their daily attendance. Seniors must attend X-block on all scheduled days.

6. TARDY POLICY

Our tardy policy is cumulative through the end of each semester. Class cuts and absences are cumulative throughout the school year.

- A student who is tardy to class shall be admitted to class.
- Students with an acceptable note or pass from a staff member will be marked as Tardy Excused.
- Unauthorized tardies within 10 minutes of the start of class will be marked as Tardy.
- Throughout each semester, ten (10) unauthorized tardies in a particular class will result in the loss of one (1) credit.
- When a student arrives at school tardy from a doctor/dentist office, they should bring a note from the doctor/dentist office in order to excuse a tardy.

7. UNAUTHORIZED ABSENCE NOTIFICATION PROCEDURES

If by 10:15 a.m. a student has two or more unauthorized absences, the school will use phone numbers provided by the parent/guardian in PowerSchool to validate the student's attendance. Please make every effort to report a student's absence to the attendance line at (781) 455-0800 x 22602.

8. CLASS CUTS AND/OR UNAUTHORIZED ABSENCES FROM CLASS

When a student is absent from class without pre-approval from the administration or validation from a parent/guardian, the student will be marked 'absent unexcused' for that class.

If necessary, a meeting with the student's assistant principal may occur to determine if the unauthorized absence was a 'cut' from class. A 'cut' is defined as any absence from class of 10 or more minutes without appropriate permission. If the determination is made that a student cut a class, the student may face consequences ranging from a verbal warning, detention hours, and/or credit loss. Parents/ guardians will receive written notification of all disciplinary actions.

The student may remain in the course and earn a grade; a passing grade equals the successful completion of that core subject.

9. WANDERING

Students who leave a class without permission or who miss more than 10 minutes of class are subject to receiving a "cut" in that class. Students may also face discipline for being in a part of the building that was different than the area they were permitted to go.

10. EXCESSIVE ABSENCE FROM SCHOOL AND/OR CLASS

Parents/guardians will be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. The building principal (or their designee) will make a reasonable effort to meet with the parent/guardian of a student who has 5 or more unexcused absences to develop an action plan to improve the student's attendance. In all circumstances parents/guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school. Excessive, unexcused absences may also result in the school taking legal action to remedy this situation.

Promptness and regular attendance are prerequisites for success in school and in adult pursuits. In order to benefit from classroom instruction and master the required material and concepts, students must be on time for class, must attend all classes when in school, and must do everything possible to prevent absence from school. To help students develop habits of promptness and regular attendance, Needham High School has adopted the following attendance policy.

The Grade Level Office will notify the parent/guardian of a student who has at least five days in which the student missed two or more classes (unauthorized), or who has five or more unauthorized absences in the school year, and arrange a meeting with the student and parent/guardian to develop action steps for student attendance.

Students who have excessive unexcused absences in a specific course will automatically lose credit in that course:

12 absences = Loss of 1 credit from that course
18 absences = Loss of 2 credits from that course
24 absences = Loss of 3 credits from that course
30 absences = Loss of all credits from that course

Excessive absences for half-year courses are adjusted as follows:

6 absences = Loss of 1 credit from that course
12 absences = Loss of all credits from that course

- The student may remain in the course and earn a grade; a passing grade equals the successful completion of that core subject.
- If a student loses credit(s) because of the attendance policy he/she must make up the credits by enrolling in extra courses in any subject and/or attending summer school.
- Students who lose credits due to excessive absences may lose eligibility to participate in sports or other extra-curricular activities such as the school play, musical, or other competitive activities outside of school.

Special Note 1: The school supports certain absences as excused, as long as they are pre-approved by the administration (notification should be sent to the grade-level office). The following types of absences will not be counted toward loss of credit:

- School-sponsored trips that are considered an extension of the classroom
- Documented college visits (with a limit of three excused absences)
- Suspensions
- Pre-planned appointments with a school or outside counselor, or with a physician

All absences such as those caused by dismissals, tardiness in excess of 10 minutes to class, illnesses, and family trips, will be counted as unexcused and will be subject to loss of credit under the excessive absences policy (unexcused absences are not counted as class cuts unless the absence is unauthorized). Students and parents/guardians may appeal the loss of credit to the Assistant Principal.

The school encourages students with certain illnesses to stay home from school (see the “School Health Services” section of the handbook for these guidelines). In an effort to curb excessive absences, illnesses are considered unexcused absences. For illnesses that result in several consecutive days of missed school, a parent/guardian can petition the Assistant Principal to excuse the time missed. Documentation of the illness from a physician should be included when making such a request. Parents/guardians should contact the school for a meeting if a recurring illness causes unexcused absences to approach the limit of 12.

Special Note 2: The excused absence policy is founded on the premise that students who are excused from missing school will make up missed work in a timely manner. For students in academic jeopardy or who have missed several days unexcused, the administration will reserve the right not to excuse an absence typically in the excused category. This will be done in order to keep the student from missing additional class time.

11. JUNIOR & SENIOR PRIVILEGE

This privilege permits eligible juniors and seniors to manage their own time during their unassigned period. The options will include leaving the campus, with written parent/guardian consent. If students choose to remain in school, they must be in a designated area, i.e.

Cafeteria, Library/Media Center, Foyer, or a location established by the administration. The Principal may deny this privilege during an emergency, during inclement weather, or during a mandatory school event. The Principal may also revoke this privilege after consulting with the Student Council.

- Students must maintain a daily attendance rate of 95%, be in good disciplinary and academic standing, and have written parent/ guardian consent to be eligible for this privilege.
- Students may lose this privilege if they fail to maintain the attendance standards, if they have excessive tardiness to school or class, for disciplinary infractions, and for other reasons deemed appropriate by the Principal or the Principal’s designee. Students who are not eligible for the privilege will be assigned to a credit-bearing course or to a study hall. The privilege may be restored at the discretion of the Principal or the Principal’s designee. Students who are not eligible for privileges – and nevertheless leave the building – will be subject to the NHS Code of Discipline.

12. FIELD TRIP POLICY/ STUDY ABROAD

Generally, field trips fall under two categories: Day and Overnight Field Trips. Day and overnight field trips are considered a valuable complement, extension and application of learning that takes place in the classroom and at school. Students are expected to follow all school rules, regulations, and policies as outlined in this handbook while participating on a field trip or studying/travelling abroad. Students participating in overnight trips may also be subject to additional guidelines and rules that pertain to the specific field trip.

Day Field Trips typically require absences from all regularly scheduled classes, and it is expected that students and parents/guardians will evaluate the educational and enrichment possibilities of Day Field Trips to avoid attendance and/or academic problems in other classes. In the event a student is unable to participate in a Day Field Trip, the student and teacher/staff member should work out, if necessary, an appropriate alternative learning experience. Field trip forms must be signed by teachers one week prior to students missing class. Overnight Field Trips may require absences from regularly scheduled classes, and it is expected that students and parents/guardians will evaluate the educational and enrichment possibilities of missing, for example, multiple days of school and classes. Students participating on overnight trips are expected to follow all school rules as outlined in the NHS handbook and, along with their parents/guardians, attend all trip information sessions that are designed to ensure the health, safety, and welfare of students traveling overnight and/or abroad.

13. TRUANCY FROM SCHOOL (STUDENTS UNDER 16 YEARS OF AGE)

Truancy is an unauthorized absence from school. When a student is truant from school, the home and all of their teachers will be notified by the grade level administrator. Truancy will have the following impact:

- No makeup privileges will be available in any subject area;
- Receipt of a zero for the day's class;
- Cuts will be issued for each missed class;
- Ineligibility for any extra-curricular activity on the day of the absence.

When a student has seven or more unauthorized absences from school, the school's attendance officer will initiate a court referral.

14. UNAUTHORIZED ABSENCE FROM SCHOOL (STUDENTS OVER 16 YEARS OF AGE)

If a student is absent from school without parent/guardian permission, all of their teachers will be notified, having the following impact:

- No makeup privileges will be available in any subject area;
- Receipt of a zero for the day's class;
- Cuts will be issued for each missed class;
- Ineligibility for any extra-curricular activity on the day of the absence.

15. FAMILY TRIPS

Families should refrain from planning trips on days when school is in session. If a trip is unavoidable:

- The parent/guardian must contact the Grade Level Office at least two weeks in advance of the trip;
- Student must make arrangements with each teacher to complete all work missed;
- Make-up agreement forms (made out in duplicate) must be completed by the student with each of their teachers, spelling out specific makeup conditions for each subject.

16. MAKE-UP WORK

Make-up work due to absences, for reasons other than illness and bereavement, must be made up commensurate with the time absent (e.g. two days absent, two days to complete all make-up work). In some courses (such as Art, Science labs, Industrial Arts, etc.) the make-up work will have to be done after school. For long-term absences, an agreement will be made between the school and student as to when work will be made-up.

17. EMERGENCY DISMISSAL PROCEDURE

In the event of an emergency situation, which forces us to close the school, the students will be dismissed. To the best of our ability, we will let the students know the reasons for the dismissal and all pertinent and appropriate information. Information will be provided on our Internet site as well as in our parent/guardian email list serve. The principal may provide parents/guardians with further information via the newsletter, list serve, or any correspondence mailed home.

18. ATTENDANCE CODES

Needham High School utilizes the following codes to track and record student attendance:

A = Absent
AE = Absent Excused (pre-approved by the school)
AU = Unauthorized Absence
TE = Tardy Excused to class (pass from staff member)
T = Tardy (fewer than 10 minutes after class has started)
CT = Cut (any unexcused absence from class of ten or more minutes)

VIII. Code of Discipline, Discipline Policies, Procedures, Regulations

RATIONALE AND SCOPE

The High School's Code of Discipline is guided by our core values: A Caring Community Striving For Personal Growth and Academic Excellence. The disciplinary philosophy of Needham High School is always to reinforce the centrality of direct instruction and empower students to make informed and prudent decisions. To this end and where appropriate, the school seeks to avoid a student's removal from school through use of mediation, detention, and supplemental educational programs. However, as outlined below, students may be removed from school for a period of time for serious infractions.

In determining the consequences for particular misconduct, administrators consider all relevant circumstances, including the nature of the offense and its potential impact on our NHS mission in providing an appropriate educational environment for students, as well as factors relating to the individual student. Such factors may include but are not limited to the student's past conduct (i.e., under concepts of progressive discipline repeated violations may result in more significant discipline), the student's willingness to take responsibility for their conduct and to avoid recurrence, as well as the presence of potential mitigating factors.

The discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

GENERAL INFORMATION

1. CLASSROOM-BASED EXPECTATIONS & DISCIPLINE

Students can expect that teachers will have specific expectations, both disciplinary and academic, for their individual classes. When a student does not adhere to these expectations, a teacher may have the student remain after school, report before school, communicate with the parent/guardian via phone, mail or e-mail, and/or communicate with the principal or his designee.

- If a student's behavior does not improve, the teacher may invite the parent/guardian in for a conference and may issue a misconduct report. In addition, teachers may issue a misconduct report for a single incident of serious breach of conduct.
- Students, who participate in disruptive behavior in a class that interferes with the opportunity for other students to learn and for the teacher to teach, may be removed from the class via the course removal procedure.

2. MISCONDUCT REPORTS

The purpose of a misconduct report is to bring misbehavior to the attention of the grade level assistant principal and to have communications sent home. When a misconduct report is issued by a teacher, school counselor, or other school personnel, the student usually receives a detention(s) if the infraction is minor in nature, or more severe disciplinary action for major infractions. A letter together with the misconduct slip is also sent to the parent/guardian.

3. VIDEO CAMERA USE

Video cameras may be in use in some public areas of school property, such as hallways, the gymnasium, cafeteria and exterior locations of the school building. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system.

Protocols related to camera use are:

- Live monitoring may be utilized at any time, particularly during any emergency protocol or situation.
- In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer, or superintendent (or designee) may view the electronic file captured by the web-based camera system.
- A notice that video surveillance may take place on school property will be posted at the main entrance of the High School. The principal also has the option of posting such notices at other locations in the building, at their discretion.

4. USE OF SCHOOL PROPERTY & FACILITIES OUTSIDE OF SCHOOL HOURS

Students are encouraged to participate in extracurricular activities at Needham High School. Students who remain after school should be under the supervision of a coach or faculty member, or be participating in a school-sponsored activity or project.

Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to disciplinary action based on student misconduct, as described in this handbook. In particular:

- Students who are not supervised will be asked to leave the building after school hours.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds, the steps, or in the parking lots.

5. SOCIAL PROBATION

Participating in events or activities such as dances, banquets, class trips, athletics, or other extracurricular activities is a privilege, not a right. Therefore, the principal or his designees may place a student on "social probation" and thus exclude a student from such participation if the principal/designee deems reasonably appropriate. One common basis for placing a student on social probation is failure to serve detention time within one week after it is issued. **Special Note:** A student who has been suspended whether in school or out of school is automatically excluded from participation in extracurricular activities until they have returned to school and completes a full day of attendance.

MINOR INFRACTIONS

CONDUCT THAT MAY LEAD TO DISCIPLINE, INCLUDING DETENTION

1. GENERAL INFORMATION

- Consequences for minor infractions of the Code of Discipline may range from a verbal warning to 1-3 hours of detention.
- Students who commit minor infractions in a repeated/flagrant manner may be subject to further disciplinary action, including suspension.

2. DRESS CODE

- Students are expected to maintain attire that does not disrupt the school learning environment. Clothing, accessories, or other attire that is demeaning to others or has inappropriate or offensive graphics or language will not be permitted; this includes, but is not limited to: lewd or vulgar slogans/pictures/words/phrases, alcohol or drug references, sexual innuendos, or any graphic or language that may interfere with the educational process.
- A school administrator will determine if clothing is disruptive and/or inappropriate. When a school administrator determines that clothing is disruptive to the school environment, the administrator will address the issue with the student. Violations of the dress code, including repeated instances of clothing that is disruptive to the school environment may lead to disciplinary action.

3. FOOD / DRINK POLICY

~~In order to maintain a clean environment in the school, no eating, consuming, or selling of food is allowed outside of the cafeteria, unless sanctioned by a school administrator.~~

~~Covered drinks, however, may be consumed throughout the school with the exception of specially designated spaces (such as the media center or computer labs). Teachers and staff members have the discretion to further restrict the consumption of drinks based on use of technology or particular classroom needs and concerns. **Students are responsible for cleaning up their own spilled drinks.**~~

In order to maintain a clean environment and limit the potential for allergic reactions, the consumption of food will be limited to specific locations and times of the school day. Students may eat a reasonable snack in their homeroom classroom (this includes during both homeroom and X-block), as long as it is not distracting to others, does not create a health risk to others, and is cleaned up after. No other food should be consumed outside of the cafeteria or sold by students, unless approved by an administrator. Covered drinks may be consumed throughout the school.

Students are responsible for cleaning up their own food and drink, including spills and wrappers. Teachers and staff have the discretion to further restrict the consumption of food and drinks based on particular classroom needs and concerns; for example, in science labs no food or drink is allowed at the lab benches.

4. CORRIDOR BEHAVIOR

In order to establish in the school a climate for courtesy and mutual respect and for the safety and well being of everyone, students are asked to observe the following:

- No running in the corridors or hallways at any time.
- No shoving, pushing or playing of any kind in the corridor or hallways.
- No yelling, shouting, or vulgar language in the school building.
- No banging, slamming or kicking of locker doors or classroom doors.

5. STUDENT PASSES

No student should be in the corridor or restroom without a pass or permission from the sending teacher. Furthermore, when a student obtains a pass/permission for a particular purpose, the student is expected to complete the task in a timely manner and to return to class or other assigned area as soon as is practical. Roaming the halls or loitering in the lavatory is prohibited, even with a pass.

6. ELEVATOR USAGE

Elevators are to be used exclusively to assist students who have a legitimate and documented medical need. In these instances an elevator pass must be obtained from the school nurse.

7. CAFETERIA RULES & PROCEDURES

The cafeteria is open to students before school until 7:55 a.m. and at lunchtime. Students are allowed to attend only during their assigned lunch block. Students are not to congregate in the cafeteria during passing time or homeroom time. Thoughtfulness and

consideration of others are essential. To ensure that each student will have a clean place at which to eat, all students are responsible for the cleanliness of the area after their lunch. Further, the following rules will be observed:

- Clean your area and ***SEPARATE TRASH FROM RECYCLABLES***
- Do not sit on tables, window sills, or floors.
- Do not throw anything.
- Clean your table before leaving.
- Empty your trash in barrels.
- No food outside the cafeteria.
- Students, including Juniors and Seniors, must remain in the cafeteria unless they have prior permission from a faculty member to leave.

The cleanliness of the tables and the floor area underneath is the responsibility of all the students who sit in the general vicinity of that area. A faculty member may ask any student(s) within the area to help with clean up. This is a group responsibility. Failure to cooperate will result in disciplinary action.

8. USE OF PERSONAL ELECTRONIC DEVICES

Needham High School recognizes the pervasive technological environment that exists in today's world and encourages the responsible and appropriate student use of personal electronic devices for instructional and limited communication purposes. However, Needham High School strongly believes in the centrality of the classroom and that uninterrupted, high quality classroom instruction is the most important business of the school.

The use of personal electronic devices, including but not limited to cell phones, smart watches, and other personal technologies is prohibited in the classroom except with the express permission of the classroom teacher. During classroom time, the responsible and appropriate use of these devices is approved only when in accordance with the Responsible Use Policy of the Needham Public Schools.

NOTE: Use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording of individuals without their knowledge) could result in criminal charges under Massachusetts General Laws ch. 272, §99F.

SERIOUS INFRACTIONS

CONDUCT THAT MAY LEAD TO SUSPENSION

POTENTIAL CONSEQUENCES FOR SERIOUS INFRACTIONS

The following example behaviors may serve as grounds for suspension or other disciplinary action, including loss of student privileges, short-term suspension (up to 10 days), or long term suspension (more than 10 days, up to 90 days):

- Repeated minor infractions or habitual disregard of rules
- Violations of the Academic Integrity Policy
- Repeated truancy
- Refusing to give their name to a faculty member or any school department personnel
- Leaving the school building or grounds without authorization while school is in session
- Accumulated detentions not served
- Insubordination
- Throwing objects, including snowballs
- Smoking and/or use of tobacco, chewing tobacco, electronic cigarettes, or related paraphernalia, including matches, lighters, vaporizers, or vaporizing liquid
- Use of language (written or spoken) that is disruptive to the educational environment
- Theft
- Destruction or defacement of school property
- Assault (includes not only harmful or offensive touching of another person, but also the immediate threat of such touching)
- Violations of the District's Policy Prohibiting Bullying, including cyber bullying, and/or retaliation
- Violations of the District's Policy Prohibiting Hazing
- Harassment of other students and staff because of their gender, race, ethnicity, color, national origin, ancestry, religion, age, sexual orientation, gender identity or disability
- Threats or intimidation to any student or school department personnel
- Safety threats/false alarms
- Fire setting/arson
- Possession of a dangerous weapon
- Possession, use, or being under the influence of alcohol or other illicit substances
- Commission of an act that may result in serious bodily injury
- Other actions deemed by the principal or designee to be disruptive to the educational environment

GENERAL INFORMATION

The principal or designee will determine the consequences for serious infractions of the Code of Discipline in accordance with the "Rationale & Scope" as described in section VIII. Whenever possible and practical, administrators consult with the principal about an appropriate alternative to suspension before the student is disciplined. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Any student who is suspended from school will be given the opportunity to make up schoolwork as needed to make academic progress. Students are therefore encouraged to maintain contact with their classroom teacher via email to keep on track with classwork. In addition and where appropriate, the student's school counselor may contact the student during the out of school suspension to provide social emotional support. Upon completion of the suspension, the student's assistant principal/school counselor will work with the student, family, and teachers to reintegrate the student back into the school community in a positive way.

Any student who is excluded from school for more than ten (10) consecutive days will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

Except in the case of the Statutory Offenses, students may not be suspended more than 90 days in a school year.

CONDUCT THAT MAY LEAD TO EXPULSION AND APPLICABLE PROCEDURES

Students are subject to expulsion (i.e, permanent exclusion) by the Principal for the conduct listed below.
(See also, M.G.L. ch. 71, §37H3/4)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H 1/2 for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be informed at the time of the suspension/expulsion.

PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H1/2

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, and (2) shall be given the opportunity to present their side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent/guardian of the impending suspension; this shall include attempts to contact the parent/guardian at home and at work. Parents/ guardians may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:
    a) The reason for the suspension
    b) A statement of the effective date and duration of the suspension
    c) A statement regarding whether or not the principal will schedule a formal hearing to consider further discipline,up to and including expulsion from school in accordance with M.G.L. c. 71, §37H1/2

When considering a suspension/expulsion of a student charged with/convicted of felony, the principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the principal may meet informally with the student and/or their parents/guardians to review the charge and the applicable standards if the principal deems appropriate.

DUE PROCESS PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES (M.G.L. c. 71, § 37H3/4)

A. CLASS REMOVALS

Students are expected to treat their teachers and classmates with respect and to cooperate in the opportunity for teachers to instruct and for students to learn.

Students who participate in disruptive behavior in a class, or in a setting that is an extension of the classroom (e.g. assembly or field trip), which interferes with the opportunity for other students to learn, and for the teacher to teach may be removed from class by the following procedure:

~~**First Removal**~~

- ~~The disruptive student will be sent to the appropriate department office, along with a description of the student's unacceptable behavior.~~
- ~~The department leader will schedule and conduct a conference with the reporting teacher, the student and if necessary, the school counselor.~~
- ~~The department leader will send home a summary of the conference and forward this to the assistant principal and counselor.~~

~~**Second Removal**~~

~~The procedure for second removal is the same as for first removal. In addition:~~

- ~~The department leader will schedule a meeting. The parents/guardians will be asked to participate at this conference along with the student, teacher, counselor, and department leader.~~
- ~~An appropriate plan of action will be taken which may include revision of the student's schedule, and/or immediate temporary removal from class.~~
- ~~At the conference it will be clearly stated that a subsequent removal from the class may result in withdrawal for the balance of the course and loss of credit.~~
- ~~The department leader will discuss the case with the assistant principal. Following that, a summary of this conference, written by the department leader, will be forwarded to the parents/guardians, teacher, counselor, and assistant principal.~~

~~**Third Removal**~~

- ~~When a student is removed from the class for the third time, the student will be sent to the appropriate department office.~~
- ~~A third removal from class will result in permanent removal from the course and loss of credit unless there are extenuating circumstances.~~

First Removal

- *The disruptive student will be sent to the Grade Level office.*
- *The teacher will send a description of the student's unacceptable behavior to the assistant principal and department leader via email.*
- *The assistant principal will meet with the student and reporting teacher about the incident and may schedule a conference.*
- *The Grade Level Office will send home a summary of the incident and forward it to the department leader, school counselor, and teacher.*

Second Removal *The procedure for second removal is the same as for first removal. In addition:*

- *The department leader or assistant principal will schedule a meeting with the parents/guardians, the student, teacher, counselor, and department leader.*
- *The goal of the meeting will be to support the student's successful return to and completion of the class.*
- *At the conference it will be clearly stated that a subsequent removal from the class will likely result in withdrawal for the balance of the course (with a W noted on the transcript) and loss of credit, which may impact the student's eligibility to graduate on schedule.*
- *Following the meeting, a summary of the conference will be forwarded to the parents/guardians, teacher, counselor, and department leader.*

Third Removal *The procedure for third removal is the same as for first removal. In addition:*

- *A third removal from class will result in permanent removal from the course and loss of credit, and potential impact on an on-time graduation, unless there are extenuating circumstances.*

B. IN SCHOOL SUSPENSION FOR LESS THAN 10 CUMULATIVE DAYS DURING A SCHOOL YEAR

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. The administrator will send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the principal for the purpose set forth above, if such a meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or by other method of delivery agreed to by the administrator and the parent/guardian.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

C. PROCEDURES FOR SHORT-TERM OUT-OF-SCHOOL SUSPENSION (10 CUMULATIVE DAYS OR LESS IN A SCHOOL YEAR)

Except in the case of an Emergency Removal as provided on page [17], prior to imposing a short-term, out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H 1/2, an administrator will provide the student and their parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
    a. the disciplinary offense;
    b. the basis for the charge;
    c. the potential consequences, including the potential length of the student's suspension;
    d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
    e. the date, time, and location of the hearing;
    f. the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;

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

2. **Efforts to Involve Parent/Guardian:** The administrator will make reasonable efforts to notify the parent/guardian of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. **Decision:** The administrator will provide written notice to the student and parent/guardian of their 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. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent/guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

D. PROCEDURE FOR LONG-TERM SUSPENSION

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-terms suspension in Section C above, plus the following:

a. in advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense;
c. 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;
d. the right to cross-examine witnesses presented by the school district;
e. ~~the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and~~ the right to request an audio recording of the hearing, a copy of which shall be provided to the student and parent upon request and the right of all parties to be informed before the hearing that an audio copy will be made of the hearing; and
f. the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and the parent/guardian. If the administrator decides to suspend the student on a long term basis, the written determination will:
   a. identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
   b. set out the key facts and conclusions reached;
   c. identify the length and effective date of the suspension, as well as a date of return to school;
   d. include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
   e. inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
      i. the process for appealing the decision, including that the student or parent/guardian 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/guardian 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 administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

E. EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short- or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.
The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent/guardian as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent/guardian 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 administrator, student, and parent/guardian
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

F. APPEAL TO THE SUPERINTENDENT

If a decision by an administrator, following the parent/guardian meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent/ guardian must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the

student or parent/guardian requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:
The superintendent will make a good faith effort to include the parent/guardian in the hearing. The superintendent will 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/guardian and superintendent to participate. The superintendent will send written notice to the parent/guardian of the date, time, and location of the hearing.

The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request. The superintendent will 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/guardian upon request.

The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.

The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

G. DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Act at 20 U.S.C., §1400, et. seq. and related regulations and 34 C.F.R., §300 et.seq., ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below. These rights are in addition to the due process rights applicable to all students as described above.

Short term removals. Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's IEP goals, as determined by the principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parent/guardian, must convene to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parent/guardian, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent/guardian disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Assistant Superintendent for Student Support Services, (781) 455-0400 x 11213.

H. DISCIPLINE OF STUDENTS WHOSE ELIGIBILITY FOR SPECIAL EDUCATION IS SUSPECTED

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent/guardian refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

I. DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from their education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students.

SELECTED POLICIES AND LAWS RELATING TO SPECIFIC CONDUCT

1. INTERVIEWS AND SEARCHES

It is the policy of the School Committee that school administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law.

Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

2. NEEDHAM PUBLIC SCHOOLS BULLYING POLICY

Bullying Prevention & Intervention

Bullying, cyberbullying, and retaliation will not be tolerated in the Needham Public Schools. This includes forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited to: reprimand, suspension, expulsion or other sanctions as determined by the school administration to be appropriate.

Further the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:

- By establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- By training staff in identification of bullying, prevention and intervention techniques for bullying
- By providing time in classroom for teachers to focus on bullying prevention so that they can provide tools for students
- By establishing and enforcing school rules and policies related to bullying

A. Definitions

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

A. causes physical or emotional harm to the target or damage to the target's property;
B. places the target in reasonable fear of harm to himself or of damage to his property;
C. creates a hostile environment at school for the target;
D. infringes on the rights of the target at school; or
E. materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accuSATions; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

i. the creation of a web page or blog in which the creator assumes the identity of another person;
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 above in clauses (i) to (v), inclusive, of the definition of bullying; and
iii. 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 37 persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Needham Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent

the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accuSATion of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: A staff member, parent/guardian, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

Reporting to School Committee: If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/ guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality:

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parent/guardian conferences;
- Enhancing adult supervision on school premises
- Limiting or denying student access to a part, or area, of a school
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student
- Arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students
- Transferring student's classroom or school

F. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents/guardians of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents/guardians of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents/guardians to whom the notice is provided. The principal shall ensure that any notice to the parents/guardians complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parents/guardians about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents/guardians of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

3. POLICY PROHIBITING HAZING

Students are strictly prohibited from participating in initiation or membership rites in connection with school sponsored activities when their conduct may reasonably be seen as demeaning or assaultive in nature. This prohibition applies even if those targeted give "consent" to such conduct. Students afforded the privilege of participating in athletics and other school sponsored activities are expected to take a leadership role, both by avoiding such conduct themselves and by reporting any such conduct by others to the principal or designee. Students who participate in this type of conduct, even as a bystander, or who become aware of it and fail to report it can expect to be excluded from athletics and other extracurricular activities. In addition, they may be subject to suspension and even expulsion from school.

Students are also reminded that the Massachusetts General Laws imposes criminal sanctions for particularly serious circumstances involving initiation rights and other conduct, by stating as follows:

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

The term "hazing" as used in this section and in section 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 or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

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 one thousand dollars. (See M.G.L. c. 269, §17-19).

4. FORGERY

Forgery is a violation of the Massachusetts State Law and is a violation of our academic ethics policy. Forgery will result in disciplinary action for the first offense. A second offense would warrant an out of school suspension. The student is also subject to academic consequences.

5. GRAFFITI

The high school is a public facility supported by the taxpayer. It is the responsibility of all who use this building to help maintain a clean building, free from graffiti. Please report any graffiti immediately to an administrator or teacher. Writing graffiti on school property is a serious offense, which will result in suspension and possible criminal charges. Penalties may include full restitution for removal of the graffiti and could result in loss of driver's license for a year according to Massachusetts's law.

6. SMOKING/TOBACCO USE

Smoking is a serious threat to both smokers and non-smokers. The smoking policy below provides a firm message that smoking is not tolerated at Needham High School, while providing an opportunity for students to receive assistance in quitting the habit. This policy shall also apply to the possession/use of e-cigarettes, vaporizers, etc., and associated paraphernalia, including but not limited to all substances used for vaporization whether or not they contain nicotine.

Violations of High School's smoking policy include:

- Possession, distribution or use of any tobacco product, paraphernalia, lighters and/or matches on school grounds at any time or on school jurisdiction. (School jurisdiction comprises school property, vehicles on school property and all school-sponsored activities regardless of location.)
- Holding a tobacco product lit or unlit.
- Loitering in a smoke filled area. The investigating administrator will determine loitering.
- Having the smell of fresh tobacco on one's breath.
- Smoking within a "line of sight" of the school grounds
- For all offenses, all tobacco products, paraphernalia, lighters and/or matches will be confiscated.

Any student who violates the above prohibitions will be subject to suspension from school in accordance with the principles of progressive discipline as outlined previously.

7. ALCOHOL & DRUG INFRACTIONS

The possession, use, purchase, or sale of drugs, drug paraphernalia, or alcohol on school property and at school-sponsored events is strictly prohibited. The definition of "drugs" for the purpose of this policy includes all controlled substances, not only drugs such as marijuana or cocaine but also prescription medications.

With relation to the prohibitions of this policy:

Prescribed medication shall not be kept at school without written instruction from a parent/guardian or treating physician. Such medication is to be kept in the school nurse's office and taken under the supervision of the nurse. Only registered nurses and medical doctors are licensed to dispense medication in school.

The presence of students on school property or at school sponsored events while under the influence of alcohol or drugs is also prohibited. Students under the influence of alcohol and/or drugs (including the "abuse" of medications represents the taking of a prescribed drug beyond or outside of what is prescribed by a medical doctor. It is also the misuse of a medication for an intentional high, rush or buzz. It includes taking any prescription medication not prescribed or supervised by a doctor. Examples of such

abuse include: Depressants (any medication used as a sedative), Stimulants (ADHD medications), Pain Killers (used in conjunction with alcohol) or prescription drugs and over-the-counter medications).

Suspension: Any student who violates the above prohibitions is subject to suspension from school.
Expulsion: Any student who is found in possession of a controlled substance at school or a school-sponsored event is subject to expulsion by the principal. (See also M.G.L. c. 71,§37H at page [14].

In addition to any disciplinary action, the principal may impose other conditions upon the student's return to school, including, but not limited to:

- Completion of a comprehensive substance use assessment within 30 days of the infraction. Based on this assessment, a referral will be made to either: 1) The Youth Commission for the Substance Abuse Awareness Program, or 2) The Department of Public Health for further evaluation and treatment. Documentation of both an enrollment and completion of a designated program must be submitted to the assistant principal within ninety days.
- Social probation and loss of driving and parking privileges.

8. CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULTS ON EDUCATIONAL PERSONNEL (MASS. GEN. LAWS, CHAPTER 71 SECTION 37H)

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (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 their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

9. FELONY COMPLAINTS AND FELONY CONVICTIONS (MASS.GEN.LAWS, CHAPTER 71 SECTION 37H1/2)

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen on chapter seventy-six:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parents/guardians within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall

remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents/guardians within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town, or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

10. GUN-FREE POLICY

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school related event will be excluded from Needham Public Schools for a period of not less than one year except as determined by the superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines and similar devices). 20 U.S.C. §8921

11. DISRUPTION OF SCHOOL ASSEMBLY

The school has the obligation to provide a proper atmosphere for teaching and learning and may suspend any student from school for "action which is disruptive of the normal operation of the school" or may request a complaint under Chapter 272, Section 40, "whoever willfully interrupts or disturbs the school or other assembly ... et cetera."

IX. Transportation

1. STUDENT BUS PASSES

- Needham High School provides "Fee Based" bus service only. The bus pass is issued at the beginning of the school year and should be kept throughout the year. Without it, a student may not be permitted to ride the bus.
- Only those who abide by the rules stated previously may retain bus privileges. Any student who does not conform to these rules may be required to surrender their bus pass and lose the privilege of riding the school bus.
- In the event that a bus pass is lost, stolen or destroyed, a new pass may be issued after 10 days with a one-dollar fee.

2. STUDENT BEHAVIOR ON SCHOOL BUSES

School buses are an extension of the school and proper conduct thereon is the direct concern of the school. Misbehavior on school buses is dangerous to the welfare of others and cannot be allowed. Parent/guardian should insist that students become familiar with the following rules:

- Students are to take their seats and remain in them until time for discharge.
- Nothing is to be thrown in the bus or out of the windows.
- Students must refrain from pushing, striking, shoving, etc.
- Students must keep arms inside the bus.
- Students must help to keep the inside of the bus neat, and refrain from vandalism or destructive activities.
- Students must report to the bus loading stations in time and in good order.
- Smoking is not permitted on the school bus.

Procedures to Address Policy Violations

- **First Violation:** Building Administrator contacts parents/guardians to stress the importance of following the Bus Conduct Rules for the safety of all riders. The student is spoken to by assistant principal or designee
- **Second Violation:** Loss of privilege 1 to 5 days
- **Third Violation:** Loss of privilege 5 to 20 days
- **Fourth Violation**: Loss of privileges for the balance of the year and pass is taken and turned into the Transportation Office. No refund will be given.

In cases where a student becomes so unruly that the safety of students and/or the driver is seriously endangered, the student may be excluded from the bus even on a first violation.

3. STUDENT DROP-OFF & PICK-UP

All student pick-ups and drop-offs shall take place at the Webster Street or Admiral Gracey school entrances. Vehicles shall form one line in the travel lane and shall not use the bus lane for any reason. For safety reasons, parents/guardians must follow the instructions of the crossing guards and of school officials.

4. STUDENT PARKING

- As much as possible students are encouraged to travel to and from school by public transportation, school buses, bicycles, mopeds or walking. All cars illegally parked, parked in unauthorized spaces, or parking without a valid NHS student or staff permit will be subject to towing at the owner/operator's expense.
- Students must park only in assigned areas. Students may begin parking once they are issued a permit.
- Students may park at the Memorial Field parking lot subject to permission and policies of the Memorial Park Trustees.
- "No Parking" signs are posted on nearby streets, in effect generally between 8 a.m. and 4 p.m.
- The School Department will not be involved in any way with problems of theft or damage to automobiles. These incidents should be reported directly to the Needham Police Department.
- Students may lose parking privileges for disciplinary infractions.

X. Extracurricular Activities: General Information

Extracurricular activities at Needham High School are an integral component of the comprehensive educational environment and provide students with opportunities to develop social and emotional competencies, teamwork, leadership, creativity, and service to the community. A comprehensive program of activities, including student government, theatre & performing arts, music, clubs, and service trips enable students to be self-aware, to have social and relationship skills, to self manage, and to make responsible decisions. Detailed information around clubs and activities is available in the Principal's office, including information about starting a club or activity. In the fall the school hosts the "Oracle," a club and activity fair which allows all students the opportunity to learn about and sign up for activities. In addition, in the spring there is a program for rising 8th graders.

Participation in all extra curricular activities, including athletics, is a privilege, rather than a right, and requires that students conduct themselves responsibly, not only at school, but also in the greater community. Thus, many of the conditions of participation required of student athletes are also required of students who participate in other extracurricular activities. A student may be excluded from participation when the principal/designee deems reasonably appropriate, whether due to failure to maintain academic eligibility (see § XV Scholastic Information, §§ 2); attendance requirements; or for disciplinary reasons (see § VIII Code of Discipline, §§ 6); or other reasons deemed appropriate.

Further, students who participate in extracurricular activities must adhere to our Chemical Health Policy, which provides as follows: From the earliest fall meeting/practice/rehearsal/event date of the extracurricular activity to the conclusion of the academic year or final student activity event (whichever is later), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; e-cigarettes or vaporizers; or any related paraphernalia or substances whether or not they contain nicotine; marijuana; steroids; or any other illicit or controlled substance. This policy includes products such as "NA" (Non-Alcoholic or "near beer"). Note: It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their doctor.

XI. Select Information on Interscholastic and Club Athletic Programs

For full text on program policies, procedures, and information, please see the "NHS Student Athlete Handbook" available online at http://nhs.needham.k12.ma.us/athletics

1. PHILOSOPHY

The Interscholastic and Club Athletic Programs at Needham High School are an integral component of the comprehensive educational environment and are committed to the total physical, social, emotional and mental development of all students who participate. Aligning with the Mission of the Needham Public Schools to develop a "partnership that creates excited learners, inspires excellence, and fosters integrity," the athletic programs also supports District Goal 2.0 which ensures that students have the social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self manage, and to make responsible decisions.

The programs also encourage all student-athletes to take pride in themselves, their teams, school and community. In order to do this, they need to learn what it means to cooperate with others, to set individual and team goals, to manage their time balancing all areas of their lives, and to learn the physical and technical skills demanded by their sports.

As members of the Needham programs, student-athletes are expected to demonstrate proper respect for all coaches, teammates, officials, spectators and equipment. All student-athletes are also expected to exhibit the highest level of conduct and sportsmanship both on and off the playing field, as they are at all times representatives of their teams, their school and their community. NHS Athletics adheres to a student-centered, process-based philosophy, and works with all participants to understand the Positive Coaching Alliance's "ROOTS of Honoring the Game." Rules, Opponents, Officials, Teammates, and Self:

- Rules have been implemented to make the games as fair as possible, refuse to bend the rules to win.
- The level of play is elevated with a worthy opponent so treat them with respect, remember "fierce & friendly".
- Officials enforce the rules to ensure fair play, respect the call even if you disagree.
- Act appropriately towards your fellow teammates and never embarrass the team on or off the field.
- Play with self-respect and live up to one's own standards to honor the game.

NHS athletes who play by these ideals and standards ensure high quality competition for participants and spectators.

2. PROGRAM DESCRIPTION

The NHS Athletic and Club Sport Programs maintain teams at the Freshman, Junior Varsity, Varsity, and Club levels. At the JV, Freshman and Club levels, participation and skill development are stressed as younger athletes learn the rules of the sports and are introduced to a wide variety of competition levels. Playing time at these levels is based upon practice attendance, work ethic, attitude, commitment to the team, and athletic skill. Cuts are limited in our Club Sport programs. Varsity athletes work to develop their skills and knowledge to the highest degree, while competition levels and expectations are raised. Varsity teams also allow talented athletes the chance to excel and prepare for future collegiate competition and to compete for League, Sectional, State, and Regional Championships.

Tryouts for programs are open to all students providing they meet the standards of academic eligibility, school citizenship and basic physical/health qualifications. Participation in the athletic and club programs is granted to students who meet and maintain these standards.

It is important to remember participation in athletics is a privilege and that students try out voluntarily and, for some teams, risk being cut. During the tryout period, coaches will provide a clear explanation and set of criteria about their expectations. It is the responsibility of each student to demonstrate to coaches that they can meet the expectations set forth. Students cut from one team are encouraged to try out for, or shift over, to another no-cut team, if there is space available in the program. Head coaches, and when appropriate, other members of the coaching staff, will inform students directly that they have been cut from a given team.

After tryouts begin, no athlete may voluntarily leave one team and try out for another without the consent of both coaches involved, the student's family, and the athletic director.

Statement on Participation: For all NHS students looking to participate in Athletics, there is an opportunity available each season as no cut options exist in the fall, winter, and spring.

PLEASE NOTE: When a freshman has demonstrated an advanced level of ability, he or she may be placed on a varsity level team after consultation with the athlete, his or her parents/guardians, the coach and the athletic director.

3. 2020-2021 ATHLETIC OFFERINGS AND SEASONAL START DATES

Fall 2020 Interscholastic Offerings

Sport	Start	Level(s) Offered	Cut Policy
Cheerleading	8/24/2020	Varsity (Tryouts TBA)	Cuts *(Tryouts TBA June 2020)*
Boys/Girls Cross Country	Week of 8/24	Varsity & JV	No Cuts
Dance	8/24/2020	Varsity (Tryouts TBA)	Cuts *(Tryouts TBA June 2020)*
Field Hockey	Week of 8/24	Varsity, JV & Freshman	May Be Needed
Football – Varsity & JV	8/21/2020	Varsity & JV	No Cuts
Football - Freshman	8/24/2020	Freshman	No Cuts
Golf	Week of 8/24	Varsity	Cuts
Boys Soccer	Week of 8/24	Varsity, JV & Freshman	Cuts
Girls Soccer	Week of 8/24	Varsity, JV & Freshman	May Be Needed
Girls Swim & Dive	Week of 8/24	Varsity & JV	May Be Needed
Girls Volleyball	Week of 8/24	Varsity, JV & Freshman	Cuts

Fall 2020 Club Sports

Cheerleading	8/27/2020	Club	May be needed
Dance	8/27/2020	Club	May be needed
Sailing	TBA	Club	No Cuts
Unified Basketball	TBA	Club	No Cuts

Winter 2020-2021 Interscholastic Offerings

Sport	Start	Level(s) Offered	Cut Policy
Boys Basketball	11/30/2020	Varsity, JV & Freshman	Cuts

Girls Basketball	11/30/2020	Varsity, JV & Freshman	May Be Needed
Cheerleading	11/30/2020	Varsity	Cuts
Dance	11/30/2020	Varsity	Cuts
Gymnastics	11/30/2020	Varsity & JV	May Be Needed
Boys Ice Hockey	11/30/2020	Varsity & JV	Cuts
Girls Ice Hockey	11/30/2020	Varsity & JV	May Be Needed
Boys/Girls Alpine Ski	11/30/2020	Varsity & JV	May Be Needed
Boys Swim & Dive	11/30/2020	Varsity & JV	No Cuts
Boys/Girls Indoor Track	11/30/2020	Varsity & JV	No Cuts
Wrestling	11/30/2020	Varsity & JV	No Cuts
Cheerleading	11/30/2020	Club	May Be Needed
Dance	11/30/2020	Club	May Be Needed
Squash	12/7/2020	Club	No Cuts
Snowboarding	11/30/2020	Club	No Cuts
Ski	11/30/2020	Club	No Cuts
Fencing	12/7/2020	Club	No Cuts

Spring 2021 Interscholastic Offerings

Sport	Start	Level(s) Offered	Cut Policy
Baseball	3/15/2021	Varsity, JV & Freshman	Cuts
Boys Lacrosse	3/15/2021	Varsity, JV & Freshman	Cuts
Girls Lacrosse	3/15/2021	Varsity, JV & Freshman	May Be Needed
Rugby	3/15/2021	Varsity & JV	No Cuts
Softball	3/15/2021	Varsity & JV	No Cuts
Girls Tennis	3/15/2021	Varsity & JV	May Be Needed
Boys Tennis	3/15/2021	Varsity & JV	May Be Needed
Girls/Boys Outdoor Track	3/15/2021	Varsity & JV	No Cuts
Boys Volleyball	3/15/2021	Varsity & JV	May Be Needed

Spring 2021 Club Sports

Sailing	TBA	Club	May Be Needed
Girls Ultimate Frisbee	3/15/2021	Club	No Cuts
Boys Ultimate Frisbee	3/15/2021	Club	No Cuts
Water Polo	TBA	Club	No Cuts
Girls Rugby	3/15/2021	Club	No Cuts
Unified Track and Field	TBA	Club	No Cuts

SEASON SCHEDULES, PROGRAM UPDATES, LINKS, FORMS, ATHLETE & TEAM INFO
Please visit the NHS Athletics Website at http://nhs.needham.k12.ma.us/athletics for program updates, athlete and team info, links to all forms, and complete season schedules.

Season competition schedules for teams can be found by using the link on the Athletics website https://nhsrockets.com/

4. IMPORTANT ELIGIBILITY INFORMATION

- An academically-qualified student who does not have any outstanding fees or equipment due from any prior seasons will only become eligible to tryout/participate in the NHS Athletic Program if the following requirements are met:

- Athletic registration completed online at Activitylocker.com
- Your student-athlete's current doctor's physical is uploaded to Activitylocker.com *(document can be uploaded during the registration process)*
- Once the student makes roster: payment of NHS athletic or club user fee and applicable sport surcharges must be paid by the season's user fee deadline, or before uniforms can be issued. *(request for reduction of fee forms are available in the athletics office)*

Parent/Guardian Registration & Physicals

Registration on Activitylocker.com is required before EACH athletic season (Fall, Winter, Spring) of participation. If a current doctor's physical is not on file, an up-to-date Physical (good for 13 months from the date of the physical) must be submitted to the athletic office at least ten (10) days prior to the start of tryouts/first day of practice for an athlete to be eligible to participate.

It is strongly recommended that annual physicals be scheduled between June 1st and August 15th, as physical exams administered during this period of time cover students for the complete school year. New physicals need to be submitted as soon as, if not before, the old ones expire, even if the expiration date occurs during a season of participation.

No athletes will be allowed to practice or compete until both the season online registration is completed and a current doctor's physical has been submitted.

Athletic User Fees, Surcharges, & Family Cap Information

Once team rosters are set, each athlete must pay the NHS athletic user fee of $300.00 or the NHS club team fee of $235.00 per sport per season before the first regularly scheduled contest in order to receive a uniform and to be eligible to compete.

Ice Hockey and **Alpine Ski** families should be advised that a $330.00 surcharge per player has been implemented for all students who make one of the NHS teams: Varsity/JV Boys or Girls Ice Hockey; Varsity/JV Boys or Girls Alpine Ski. JV2 Ice Hockey will be charged a $175.00 surcharge per player.

Swimmers and Divers (Varsity/JV Boys or Girls) will be charged a $55.00 surcharge per player.

Club Sailing students participating in the fall and/or spring season will be charged a $190.00 surcharge for each player, each season.

Club Squash participants will be charged a $190.00 surcharge per player.

Club Snowboarding participants will be charged a $250.00 surcharge per player.

User fee and/or surcharge payments can be made online at Myschoolbucks.com. If paying by check, make checks payable to: "NHS Athletics" including the name of the student athlete, and the sport the fee is covering. Checks should be delivered or mailed to the athletics office. If you choose to mail in the user fee, please be aware that until the check is received and processed, the athlete will not be eligible to participate in any sport. Please note that there is a Family User Fee Cap of $1,140.00 per school year (surcharges do not count towards the Family Cap).

Request for Reduction of Athletic User Fees

If a student qualifies for the Free and Reduced lunch plan, the student is eligible to receive a reduced athletic user fee of $50.00. A Request for Reduction of Athletic User Fee Form is required to receive the discount. In the case of financial hardship, families do have the option to submit a Request for Reduction of Athletic User Fee Form. Each request will be reviewed and either accepted/declined on a case-by-case basis. The Request for Reduction of Athletic User Fee Forms are available in the athletic office, and if accepted, reduce the user fee for the given season to $100.00 per athlete *(Request for Reduction of Athletic User Fee Forms must be submitted for each season of participation).*

5. SELECT RULES, REGULATIONS, POLICIES, & PRACTICES

The following rules and regulations shall be adhered to by all NHS student-athletes:

- All NHS student-athletes must abide by current MIAA, BSC, and NHS Rules and Regulations.
- All team members are responsible for equipment issued to them and will be assessed for the replacement cost of any items lost or vandalized. Student-athletes not accounting for such replacement costs will be prohibited from further athletic participation until such assessments are paid. Any items lost, stolen, or vandalized must be reported to the supervising coach immediately.
- Inappropriate behavior and actions unbecoming to NHS students will result in action taken at the discretion of the coaches, the athletic director, and in some cases, the NHS Administration. This action may range from a warning, to immediate suspension from the team, depending on the severity of the offense.
- If a participant is expelled from a team due to disciplinary reasons or because of an infringement of any local, league, or state rules, the participant forfeits their claim to any awards earned for a sport that season. The participant also forfeits their privilege of attending postseason team activities or events.
- Any student in any sport who willfully, flagrantly, or maliciously attempts to injure an opponent shall be removed from that contest immediately and shall not participate in any sports for one year from the date of the incident.

6. CHEMICAL HEALTH, ALCOHOL, & DRUG RELATED POLICY VIOLATIONS (MIAA RULE 62)

Needham High School enforces a Chemical Health Violation Policy for student-athletes who are in or out of season. The policy states:

> *"During the school year, from the second Monday preceding Labor Day (start of Fall practices in August) through the last day of school or MIAA tournament play, whichever ends latest, a NHS student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol, marijuana or any controlled substance."*

If a violation occurs during the enforceable timeframe, but out of a season of participation, the penalty will be enforced the next season of participation. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their doctor. Use of tobacco, smokeless tobacco, electronic tobacco or nicotine devices (including e-cigarettes, e-hookahs, hookah pens, etc.) cannabis based oils or products and steroids are also prohibited.

When information is presented to the administration about a possible violation, a mandatory meeting will be arranged with the student athlete involved, the principal, assistant principal and/or the athletic director, in order to give the student an opportunity to be heard.

a) First Violation: When the principal, assistant principal, or designee confirms, following the opportunity for student to be heard, that a violation has occurred:

The student shall become ineligible and lose eligibility for the next consecutive regular season interscholastic contests totaling 25% of all regular season contests in that sport. For the student, the length of penalties will be dependent upon the season when the sanction will occur.

- The ineligible student will also not be permitted to participate in any non-regular season contests during the violation period, including but not limited to preseason scrimmages, jamborees and play days. The non-regular season contests missed do not count towards the 25% rule for regular season contests.
- No exception is permitted for a student who becomes a participant in a treatment program.
- It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.
- 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.
- Any NHS Team Captain found in violation will have a review of their captainship. Decisions on captain status (probation, suspension, removal, etc.) will be made at discretion of Athletic Department & Team Coaches.

b) Second & Subsequent Violations: When the principal, assistant principal, or designee confirms, following the opportunity for student to be heard, that a violation has occurred:

- The student shall lose eligibility for the next consecutive regular season interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs.
- The ineligible student will also not be permitted to participate in any non-regular season contests during the violation period, including but not limited to preseason scrimmages, jamborees and play days. *The non-regular season contests missed do not count towards the 60% rule for regular season contests.*
- 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.
- If, after the second violation the student, of their own volition, 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 penalty of 40% of consecutive regular season interscholastic contests. The director or a counselor of a chemical dependency treatment center must issue such certification.
- If a third violation takes place, there will be no opportunity for reduction of the 60% season suspension. The student also risks permanent removal from any and all athletic participation. The possibility for removal will be determined through a review of the student case, involving the student, his or her family, the athletic director, assistant principal(s), coach(es) and additional administrators or counselors as deemed appropriate under the circumstances.
- Any NHS Team Captain found to be in violation a second time, will have captaincy status removed for the remainder of the current season (if in-season when violation takes place) or for the next season of participation (if out-out-season when violation takes place).

7. ATTENDANCE & ABSENCE POLICIES & REQUIREMENTS

Below are the attendance and absence policies and procedures for all student-athletes at NHS:

- Students absent from school may not participate in any extra-curricular activities that day.
- Any student being excused for medical reasons from physical education classes may not participate in any athletic activities that day.
- Students who are dismissed from school by the school nurse due to illness or injury may not participate in extracurricular activities for that day, including athletic events and practices/activities, student performances, school-sponsored trips, etc.

- Students who miss any classes due to entering school late or leaving school early are ineligible to participate in any games, practices, or extra-curricular activities that day.
- Students who are absent from school on Friday, or the last day of the week, without an approved excuse, are ineligible to play on the next calendar day after the absence.

In relation to athletic and extra-curricular participation, the school and the athletic department support certain absences as excused, as long as a written request is submitted to the appropriate assistant principal for pre-approval and authorization. These include, but are not limited to:

- School-sponsored trips that are considered an extension of the classroom;
- Documented college visits (with a limit of three excused absences);
- Family emergency situations and funerals;
- Pre-planned appointments with a school or outside counselor, or with a physician.

Varsity Teams: Families of student-athletes on varsity teams should understand that all three regularly scheduled school vacations (December, February, April) occur during athletic seasons and that the athletic program continues to operate. Although extended absences from team functions, either during school vacation periods or while school is in session, are discouraged, the Athletic Department recognizes the fact that certain circumstances do require them. Students who are planning to be absent from team activities for an extended period of time due to family trips, religious obligations, or college visitations (as examples) are expected to inform their coach regarding the absence as soon as plans are made and at least two (2) weeks prior to the event. Policies are set at the specific team level for how each case is handled, however, for example, if an athlete misses one game or more than one practice, under such circumstances, he/she may miss the first scheduled contest after his or her return. Although prior notification of a planned absence is mandatory, such notification does not eliminate the consequence. An athlete is required to earn his or her position back upon return.

Junior Varsity and Freshman Teams:
During school vacation periods efforts are made to limit Junior Varsity and Freshman contests against other schools, however, due to seasonal constraints and weather issues, events will sometimes be scheduled during vacations and on holidays. Practices may also be held (coaching decision) for students who are not on extended absences as defined in the Varsity Section above. All available team members are expected to attend team practices.

Daily Team Attendance:
It is extremely important that a coach be notified if a student is not going to be present at a practice or game for any reason, but specifically when a student is out of school on that day or when there is another conflict that exists. The coaches in our programs expect their athletes to be present at all team related activities and may suspend a team member from practices and/or contests for absences. While students can be “excused” from team activities for illness, injury, academic, family or religious reasons, prior notification is expected. Please remember students who leave school early or who enter school late without an approved excuse cannot participate in any games, practices, or extra-curricular activities that day. In the case of after school academic commitments or obligations with teachers, a note from the teacher must be brought by the student-athlete to his or her coach upon arriving late to practice.

8. SPORTS PARTICIPATION

Bona Fide Team Member Rule
A Bona Fide member of a NHS team (Varsity, Junior Varsity, Freshman, or Club) is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona Fide members of NHS teams are precluded from missing a high school practice, competition or team activity in order to participate in a non-school athletic activity/event in any sport recognized by the NHS Athletic Department (as listed on page 4 of the NHS Student-Athlete Handbook). First Offense: student athlete is suspended for 25% of the season. Second Offense: student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. In certain circumstances, a Bona Fide Team Member Rule waiver request can be submitted (please see the NHS Student-Athlete Handbook for full waiver guidelines).

Only One School Sport Per Season
A student-athlete shall participate in only one recognized NHS sport in any defined school sport season (Fall, Winter, or Spring), including tournaments and/or championships in that season. For the purposes of this rule only, a student-athlete officially becomes a member of their team for the sport season on the date of that school’s first regular season contest in that sport. Exceptions apply and can be found in the Student-Athlete Handbook.

Note on Tryouts & Cuts: Students may only try out for one team at a time, however, students cut from one team are encouraged to try out for, or shift over, to another no-cut team if there is space available in the program.

9. ACADEMIC REQUIREMENTS

A student must have passed, and received full credit in, five subjects (four of which must be majors) and not received more than one failing grade at the end of the most recent quarter (i.e. 2nd quarter marks, not semester grades, determine 3rd quarter eligibility), and must presently be taking at least five subjects (four majors) in the current quarter, to be eligible to participate in the Interscholastic Athletics Program.

To be eligible for the fall season, a student is required to have final passing grades and received full credit in at least five subjects (four majors) for the preceding academic year and may not have received more than one failing final grade for the year. The academic eligibility of all students shall be considered as official and determined only on the date when grades for the marking quarter, or final grades, have been released to the parents/guardians of all students.

When a student is determined to be academically ineligible by the athletic director, the student's school counselor and coach will be notified about the situation and asked to touch base with the student and/or family directly. Academically ineligible students may not participate in any team practices, scrimmages or interscholastic contests during the ineligibility period.

- Passing is considered to be a 60 or above in all graded classes.
- Needham High School (NHS) carries a higher academic standard than the MIAA, and as such, the MIAA recognizes the NHS standard as its own in all NHS student cases. NHS may not, after the fact, declare such students who meet the lower MIAA standard as eligible for upcoming competitions.
- Incomplete grades may not be counted toward eligibility until they are made up following school policy.
- Repeated work in a subject upon which credit has once been received cannot count a second time for eligibility.
- A class taken during the summer can only count towards eligibility if the class was previously pursued and failed during the preceding academic year.
- Students receiving services under Chapter 766 whose individualized education plan is a 502.4 or more restrictive prototype may be declared academically eligible by their principal provided that all other eligibility requirements are met.

10. TRANSPORTATION

The school provides bus transportation or a suitable substitute to most "away" contests. All team members are expected to travel to these contests using the school-provided transportation. Exceptions to this policy must be requested in writing to the athletic director by a student's parent/guardian prior to the contest. Parents/guardians may pick up their child at the conclusion of an away game if they make their presence known to the coach. Parent/guardian may only drive a student, who is not their child, home from an away contest if a written note or email is submitted by the parent/guardian of the student who will be traveling home with another family to the coach at least 24 hours in advance. In most instances, students will not be allowed to drive themselves to and from away contests.

11. HAZING & BULLYING

Hazing and Bullying in any form is unacceptable. If you have any concern that you son or daughter is, or has been, involved in a hazing or bullying incident, we strongly encourage you to call the coach, the athletic director, or the principal immediately.

Refer to "NHS Student Handbook" § IX, "Code of Discipline: Disciplinary Policies, Procedures and Regulations" for specific NHS Hazing and Bullying policies and procedures.

12. COMMUNICATION POLICY

Athletic involvement is highly emotional and very time consuming. Because of this, conflicts and issues between a student and their coach may arise. It is imperative that any conflict and/or issue be addressed immediately and as directly as possible so that it can be resolved promptly.

First Step: Personal Student-Coach Contact - The athlete should discuss the issue with their coach as soon as possible. Sometimes a parent/guardian of an athlete may wish to contact the coach. In order for the contact to be productive, it is suggested that athletes and/ or parents/guardians avoid contacting a coach at the following times:

- Either prior to or immediately following a contest
- During an active practice session
- During a time when other students are present or when it would be obvious to others that the discussion is taking place
- When there is not sufficient time to allow for a complete discussion

The best solution is to ask the coach, either over the phone or in person, if an appointment could be made to discuss the issue. A parent/guardian or student may also leave a note for the coach in the Athletic Office.

Second Step: Student-Athletic Director Contact - If a SATisfactory resolution is not reached through direct contact with the coach, the student and/or parent/guardian should contact the athletic director. The coach should be informed that this contact is going to be made. If this discussion does not result in a SATisfactory conclusion then a meeting will be scheduled involving all concerned parties in an attempt to reach a SATisfactory resolution. Since athletic seasons are relatively short, issues should be addressed immediately. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful discussion of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

Third Step: Student-Administration Contact - If there is still not a SATisfactory resolution, the student or parent/guardian should contact the high school principal. The athletic director should be informed that this contact is going to be made.

The athletic department strives to hire the best possible coaches who are committed to ensuring a positive environment for all athletes. As a department we strive to build player/coach relationships and recognize that all interactions provide a healthy learning opportunity. While we realize that at times an athlete and his or her parents/guardians may have a concern with a particular coach and may not want to speak directly with the coach, we feel it is essential that athletes and parents/guardians do speak with coaches directly to resolve any concerns. An issue cannot possibly be resolved unless those directly involved have a candid, open converSATion regarding the problem. The coach is the person most familiar with the student athlete in the context of the team

environment. Coaches and players interact daily at practice and games and have the mutual information necessary to discuss any situation that may arise. This positive communication is of utmost importance.

13. ATHLETIC TEAM/STUDENT-ACTIVITY PSYCHE GUIDELINES

Needham High School wants to ensure the integrity of the learning environment and the emotional and physical safety of all students, while also supporting activities that promote school and team spirit. When handled in appropriate ways, team/group psyches can be a positive, rewarding experience for those involved, however, we, as a school community, expect and require the following protocols and guidelines be followed:

What psyches SHOULD be:

- A positive way to promote team/group spirit and unity;
- A fun, rewarding experience for all team/group members;
- An activity that supports the team/group as a whole, helps to strengthen relationships, and helps foster a culture of respect.

What psyches SHOULD NOT be:

- Distracting to the learning environment or educational flow of the school day;
- A way to single out a particular individual or segment of the team/group;
- An embarrassing or hurtful experience, publicly or privately, for any team/group members;
- A requirement for social acceptance on to the team;
- Offensive to other students/student groups, faculty, staff or other members of the Needham community.

In accordance with school policy, psyches shall NOT include:

- Any type of props or accessories, or extra items to carry/have during the school day (i.e. balls, bats, cones, toga sheets, coolers, tools or weapons of any kind, folding chairs, sticks, life vests or swim floaties, ski goggles, flags, etc.);
- Food or Candy - no psyche bags;
- Inappropriate attire (all clothing choices must adhere to school dress code).

Appropriate psyche examples Include:

- Game jerseys
- Shirt & tie
- Hawaiian shirts & shorts
- Pro-Team jerseys
- Holiday sweaters
- All members of team/group where same color clothing

XII. Select Information on Additional Extracurricular Activities

Like our Interscholastic Athletic Program, other extracurricular activities at Needham High School are an integral component of the comprehensive educational environment and provide students with opportunities to develop social and emotional competencies that enable them to be self-aware, to have social and relationship skills, to self manage, and to make responsible decisions. Further, participation in such activities is a privilege, rather than a right, and requires that students conduct themselves responsibly, not only at school, but also in the greater community.

Thus, many of the conditions of participation required of student athletes are also required of students who participate in other extracurricular activities. A student may be excluded from participation when the principal/designee deems reasonable from the date the infraction has been determined, whether due to failure to maintain academic eligibility (see § X Extracurricular Activities); attendance requirements; or for disciplinary reasons (see § VIII Code of Discipline); or other reasons deemed appropriate. Further, students who participate in extracurricular activities must adhere to our Chemical Health Policy, which provides as follows:

From the earliest fall meeting/practice/rehearsal/event date of the extracurricular activity to the conclusion of the academic year or final student activity event (whichever is later), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco or nicotine product; e-cigarettes, vaporizers, or any related paraphernalia or substances whether or not they contain nicotine; marijuana; steroids; or any other illicit or controlled substance. This policy includes products such as “NA” (Non-Alcoholic or “near beer”). Note: It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by their doctor.

Consequences

In accordance with the principles of progressive discipline, students face consequences that may include a suspension from all extra and co-curricular activities for two to four weeks from the date of the infraction or permanent removal from the extra and co-curricular program.

Students should be aware that individual clubs and activities (such as National Honor Society and Student Council) might choose to or be required to impose further sanctions.

XIII. Memorandum of Understanding (MOU) between the Needham Public Schools and the Needham Police Department

The Needham Public Schools and the Needham Police Department work collaboratively to support and encourage school and student safety and wellbeing both on and off campus.

In support of our students and consistent with Massachusetts General Laws Chapter 71, Section 37P, the Superintendent of Schools and the Police Chief have established a Memorandum of Understanding that describes and outlines how the Schools and Police will coordinate efforts to promote a safe, healthy, and nurturing school environment.

XIV. NHS Media Center

1. GENERAL POLICIES & INFORMATION

The Media Center, made up of the Library, the Multimedia Learning Lab and the Television Studio, provides a comprehensive collection of instructional materials, a full range of information resources, extensive computer access, and the services of media staff. Media Center staff collaborates with classroom teachers to design and deliver curriculum projects. They instruct classes and tutor individual students to teach information literacy and technology literacy. Students are expected to use the Media Center for class assignments, independent research, and project development.

- Multimedia Learning Lab and Television Studio are for classes and individual students to develop projects and presentations using a variety of electronic tools and resources.
- The Library uses a web-based catalog to search the collection of 20,000 books. Resources available for electronic research include 30 desktop computers and a cart of laptop computers.
- The Media Center homepage offers important research information: http://nhs.needham.k12.ma.us/academics/library

Computer Use: Scheduled classes have priority use of the computers; study hall students may use computers if available. Electronic research takes priority over word processing tasks. Computers are used for educational purposes only; computer games, chat-rooms, and instant messenger are never allowed and email is to be used for academic purposes only. All students must have a signed Acceptable Use Policy on file in the Media Center.

Security Violations: Any attempts to alter computers will be considered an act of vandalism. Any attempt to remove library materials without following the checkout procedure is considered a serious offense and disciplinary action will be taken. This includes the removal of bar codes and/or security stickers, and placing materials in other students' bags. **See Acceptable Use Policy for additional information on this matter.**

Circulation procedures: Students may borrow books for two weeks, and videos and magazines for a week. Reference books are not loaned out. Students may renew materials, as long as there are no reserves. Materials designated for overnight use must be returned by 8 AM on the following school day.

Delinquent Borrowers: Students borrowing library materials are responsible for returning or replacing materials charged to their name. Overdue notices will be sent to student homerooms; if the information is incorrect, it is the responsibility of the student to come to the library and notify the library staff. Students with long term overdues cannot borrow additional materials. The media staff will make reminder phone calls to students' homes concerning overdue materials. Outstanding obligations at the end of the year will interrupt the issuing of the student's schedule for the next year. Seniors will not be issued caps and gowns until the obligation is cleared. The fee assessed to students for lost or damaged materials will be the current replacement cost. And may include a processing fee. If a student pays for a book and then the book is returned within a year, a refund will be issued.

Independent Student Use of the Library: Students are welcomed to come from study halls to use the library resources; the student should have a specific assignment that necessitates the use of the library. All students will sign in at the library desk, and indicate the project. Study hall teachers or subject teachers will issue the student a 3-part library pass. The study hall teacher will keep the pink copy, the library will keep the yellow copy and the white copy will return with the student to study.

Returning Materials: Loaned materials should be deposited in the "Return" slot at the Circulation Desk. For in-library use of books, students should not reshelf them; please clear tables and bring all books to collection areas marked "Please Return Books Here."

Purchase Requests: Students and Faculty are encouraged to make suggestions for the purchase of books, periodicals and materials for the library. These suggestions will be given serious consideration within the confines of the budget available.

Copy Machine: Students may make copies for 10 cents per page.

Food: Eating and drinking are not allowed in the media center.

2. RESPONSIBLE USE OF DIGITAL RESOURCES

Students and their parents/guardians are required to sign and submit an acknowledgement that they together have reviewed the Responsible Use of Digital Resources Policy and agree that the student will comply with its terms.

Student email
Needham Public Schools may provide students with an email account. Email can be a powerful communication tool for students to increase communication and collaboration. Email is intended to be used for school and educational purposes only. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or for other reasons. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Roles and Responsibilities
Our network systems provide access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, and backend systems, or disruption of this or other resources used by NPS are prohibited.

- Resources must be used in a manner consistent with the mission of NPS
- Network and account security is the responsibility of all members of the NPS community. Any security risks should be reported to a teacher or network administrator
- Students will not use the internet or any technology resource to perform any act that can be construed as illegal or unethical
- Students will immediately report any suspicious or unusual activity to the supervising teacher or other appropriate staff member
- Computers not owned and managed by NPS must use the public guest NPS network
- Devices, including student owned devices, that disrupt the educational process or operation of the NPS are prohibited and will be removed. Such devices may be held and searched.
- Students will not deliberately damage any of the District's systems or cause the loss of other users' work
- Students will not override or encourage others to override any firewalls, desktop management or security measures established on the network.

Respect and protect the intellectual property of others

- Users must respect others' privacy and intellectual property. Any traffic from the district's network that interacts with another network is also subject to that networks' acceptable use policy (AUP)
- Students are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

Safety and privacy of self and others
All users are expected to adhere to principles of safety and privacy:

- Students will not share passwords
- Students will login to their own accounts, not accounts belonging to someone else
- Students will not view, use, or copy passwords, data, or access networks to which they are not authorized
- Students will not capture, record, or distribute audio, video, or pictures of any school activity without permission from the staff and students involved.
- Students will not distribute private information (e.g. address, phone number, etc.) about themselves or others without permission, and only as necessary and specifically related to the educational process.
- Students will not pretend to be someone else online.
- Students will not agree to meet with someone they have met online without the approval or participation of a parent/guardian or teacher

Respect and practice the principles of community
Students are expected to be courteous and to use appropriate language and will communicate only in ways that are kind and respectful.

- Students will report threatening or discomforting materials to a teacher or trusted adult
- Students will not access, transmit, copy, or create material that violates the school's code of conduct (such as messages that violate the prohibitions against bullying and harassment, including sexual harassment).
- Students will not access, transmit, copy, or create material that is illegal (such as obscenity, pornography, stolen materials, or illegal copies of copyrighted works).
- Students will not use NPS resources to further other acts that are criminal or violate the school's code of conduct.
- Students will not send spam, chain letters, or other mass unsolicited mailings
- Students will not buy, sell, advertise, or otherwise conduct business unless approved as a school project.

Violation of any portion of the Student Responsible Use of Digital Resources policy may result in not only revocation of the privilege of using IT, but also in disciplinary action, up to and including suspension from school. In addition, legal action may be taken for conduct that is unlawful.

Notification of Student Access to Digital Tools
In addition to Google Apps for Education, there will be a number of digital resources that teachers may use as educational tools with students. This is our notice to you that your child may have access to digital tools such as apps and web sites. These tools will be vetted regarding educational value, age appropriate content, and student data privacy. If such tools require student accounts,

then students will be guided through the process to use a school-appropriate username and password. Examples of such tools are the following:

Khan Academy
Khan Academy is a free online resource that allows students to learn anytime, anywhere, with material that is uniquely appropriate for them. Students can explore new topics and practice their skills by using interactive practice and tutorials. Teachers will use this app when they feel appropriate; not all teachers will use this app. When used in class teachers will assist with log-in.
Website: https://www.khanacademy.org/
Terms of Service: https://www.khanacademy.org/about/tos
Privacy Policy: https://www.khanacademy.org/about/privacy-policy

Quizlet
Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes. Quizlets can be made by teachers and shared or made by students as a study tool. Teachers will use this app when appropriate, though not all teachers will use it. When used in class teachers will assist with log-in.
Website: https://quizlet.com/
Terms of Service: https://quizlet.com/tos
Privacy Policy: https://quizlet.com/privacy

Newsela
Newsela is a resource that provides teachers, parents/guardians, and students with over 1,000 current event articles scaled at five different reading comprehension levels. Newsela uses leveled articles and real-time assessments to build comprehension. Articles are aligned to curriculum standards and often include lesson plan components such as writing prompts and quizzes.
Website: https://newsela.com/
Terms of Service: https://newsela.com/about/terms/
Privacy Policy: https://newsela.com/about/privacy-policy/

Please see School Committee Policy IJNDB-2 for full statement on the district's policy regarding Student Responsible Use of Digital Resources

XV. Other Information

1. PARENT/GUARDIAN APPOINTMENTS WITH TEACHERS
Parents/guardians must make an appointment if they wish to see teachers during the day. The parents/guardian may arrange appointments by calling the school between 8 a.m. and 2:30 p.m or by emailing the teacher to arrange a time to meet.

2. BUILDING SECURITY & VISITORS
- Visitors who have a valid reason for their presence are welcome at school. As soon as a person other than a student registered at the school enters the school grounds or building, they are under the jurisdiction of the school officials.
- Students who wish to bring visitors are to ask permission to register them in the Grade Level Office two weeks before the planned visit, where they will receive a visitor's pass which will be turned in at the end of the day. No visitors are permitted without a visitor's pass.
- Visitors are required to follow the schedule of their host as long as they remain at the school.
- Visitors from another school that is in session must have the permission of both school administrators before such a visit can be approved.
- Those persons who seek to interfere with classes or the proper use of the school facilities or who attempt to deny students of their classes may be subject to legal action. The state recognizes that schools should not be interrupted or disturbed in any way. General Laws, Chap. 272, Section 40, says, "Whoever willfully interrupts or disturbs a school or other assembly of people met for lawful purposes shall be punished by imprisonment for no more than one month or by a fine of not more than fifty dollars." It also provides more serious penalties for repeated offenses.

3. BULLETIN BOARD & POSTER RULES
Postings within Needham High School are limited to approved clubs and sports teams.* Clubs, sports teams, and students running for school related elected offices will submit event postings to the Student Activities Coordinator for stamped approval by the principal. The high school will take responsibility for the display and removal of all approved postings. Students will not place any unapproved event postings on high school property under any circumstance. Student(s) who displays non-approved postings may be subject to the code of discipline.

All event postings will be displayed for a maximum of ten (10) days or until the event date has passed, whichever comes first. Postings deemed inappropriate for any reason by the principal will be returned to the club advisor or coach for resubmission.

**Outside charitable and nonprofit organizations may submit event postings for approval at the discretion of the principal.*

4. DISTRIBUTION OF OUTSIDE LITERATURE
- Students or other persons wishing to distribute literature in the school building or on the school grounds are required to submit a copy to, and to receive permission from, the principal prior to the time distribution begins, with written notice of where and when it is to be distributed. The school does not interfere with student expressions of ideas unless they go

beyond the First Amendment Doctrine as applied to students. Those expressions that are not protected by the First Amendment are defined as obscenity, defamation, fighting words and incitement.

- The distribution of literature cannot impede hallway traffic, block access to doors or interrupt normal classroom and extra-curricular activities and may not otherwise interfere with the normal and safe functioning of the school.
- Students responsible for distributing/posting any literature or publication are also responsible for any litter in the immediate area of distribution.

5. FUNDRAISING

- School groups and classes conducting a fundraising activity must obtain the approval of the Student Activities Coordinator before any fund raising activity begins. The principal will have final approval as to whether or not the fundraising activity is acceptable and when it should take place.
- Groups planning a fundraising activity must complete and submit a "Fundraising Request Form" to the coordinator at least two weeks prior to initiation of fundraising. This form can be obtained from the School Bookkeeper/Student Activities Coordinator.
- All funds collected by students must be deposited daily with the Student Activities Coordinator. Funds in any form that are associated with a school group or class shall NOT be kept in desks, file cabinets, etc.; these monies will not be deposited in the personal accounts of faculty, parents/guardians, or students.
- No fundraising of any type will be permitted in the school by organizations or groups, which are not affiliated with the school.
- Solicitation of gifts to staff and/or students from parent organizations must be approved by the superintendent. If not approved by the superintendent, then approval may be requested from the school committee. The superintendent will respond to requests within seven (7) days. Solicitation activities which will not be approved include, but are not limited to, raffles and those involving gambling or door-to-door solicitation by students.

6. SCHOOL DANCES

- Unless otherwise noted, dances begin at 7:30 p.m. and end at 10:30 p.m. Doors close at 8:00 p.m.
- In general, dances are restricted to Needham High School students only, though requests for outside guests can be made through the assistant principals.
- NHS photo ID's are required for admission to dances.

7. SCHOOL LOCKERS

A student upon entering Needham High School for the first time must purchase a school lock to be assigned a school locker. Unless otherwise notified, students will keep these assigned lockers until they graduate.

- Lockers are property of Needham High School and are provided only for the convenience of the student, it is in no way to be considered personal property. Therefore, an administrator may open lockers for inspection at any time. As such, a student should have no expectation of privacy in their locker.
- It is the student's responsibility to keep their locker neat, clean, and locked.
- Lockers are provided for students to store their books. Students should not keep valuables, money, and expensive items in lockers.
- Students who bring balls, bats, lacrosse sticks, skateboards, etc. to school should have them in their lockers. These are only for approved use in physical education classes and for after school sports.
- Students must lock their valuables in their PE lockers.
- Locker problems should be reported to the Grade Level Office.

8. LOST & FOUND

- The student "Lost and Found" is in the Main Office.
- Any student who finds an article that has apparently been lost anywhere in the school or vicinity should take this article immediately to the Main Office.
- Any student who has lost an article should inquire at the Main Office
- The lost and found bins will be cleaned out and their contents donated on a monthly basis with preference being given to local charities whenever possible or appropriate.
- The Main Office will make regular announcements regarding lost and found articles.

9. SCHOOL BOOKS & EQUIPMENT

Each student is responsible for all books, materials, and equipment issued to them. Students will be required to pay for any misplaced, stolen, or damaged items in accordance with current school department policy. There is a standard charge on all lost books made according to the following schedule:

- The fee assessed to students for lost or vandalized text and media books will be the current book replacement cost.
- Once a student has lost a book, they will not receive another until payment is received for the lost book. If the book is not paid for after one week, the parent/guardian will be notified by a home comment slip.
- Students are responsible for book damage not reported on the book card at the date of issue. Books that are damaged beyond use, such as pages missing, undesirable markings, charts and diagrams altered et cetera will be charged for in the same fashion as lost books.

10. POWERSCHOOL

PowerSchool is the web-based student information management system for all Needham Public Schools. The NPS Technology & Innovation Department issues separate PowerSchool usernames and passwords – one to parent/guardian and a different one to students - for the purpose of monitoring student grades and attendance and to complete the annual course selection process.

- Though PowerSchool can be a very useful tool in helping students and parents/guardians to determine student learning and achievement, it is not updated in "real time" (though some choose to update it more frequently, PowerSchool updates occur at the mid point and close of each term), and therefore should not be viewed as a replacement for converSATion between and among teachers, students, and parent/guardian regarding ongoing student performance.
- Students are expected to follow the responsibilities outlined in Needham's Acceptable Use Policy when using the school district's wide area network to access PowerSchool from home and school. If students have difficulty accessing their information, they need to contact the Grade Level Office. Students need to be respectful of the teacher timeline required for correcting student work and entering grades for many students.

11. SCHOOL CANCELLATION ANNOUNCEMENTS

- In the event of inclement weather, the superintendent must decide before 6:30 a.m. whether conditions will be safe for our children to come to school. Listen carefully to radio stations WEZE, WHDH, WBZ, WEEI, WROR, or television stations Channel 4, Channel 5, Channel 7 or Needham Cable/Channel. In addition, announces school closure and/or delays are posted on the NPS webpage. The superintendent may use the parent listserv to send out an automated announcement regarding the cancelation of school.

PLEASE DO NOT TELEPHONE THE SCHOOL DEPARTMENT.

The following plan will be in effect for the inclement weather:

- If the conditions are severe, schools will be canceled. The "No School" announcement will be carried, starting at 6:30 a.m.
- If school is delayed, the high school will open at 10:00 a.m., including Fridays, and dismissed at their regular time. School buses will pick up students two (2) hours later than usual. Students should report directly to their homeroom at the announced opening time. The day's schedule will be given during homeroom. The lunch schedule will not change.
- Teachers and other non-teaching staff will report two (2) hours later than usual. Parents/guardians are reminded not to attempt to send their children to school early on two-hour delay days, as the walkways and entrances may not be plowed. No supervision will be provided.

12. ALL GENDER BATHROOM

~~Some single and multi-use bathrooms are designed as "All Gender Bathrooms." These bathrooms are intended to be a safe and convenient location for students who may not identify or feel comfortable using a traditional boys' or girls' bathroom.~~

Many single and multi-use use bathrooms are designated as "All Gender Bathrooms." These bathrooms are intended to be a safe and convenient location for all students.

XVI. SCHOLASTIC INFORMATION

1. GRADUATION & DIPLOMA REQUIREMENTS

To be eligible for a diploma and to participate in graduation from Needham High School, a person must successfully complete the graduation requirements as outlined in the Program of Studies document.

2. ELIGIBILITY REQUIREMENTS FOR STUDENT ACTIVITIES

In general, standards for academics and attendance that apply to athletics also apply to participation in other extracurricular activities.

3. ACADEMIC STANDING

- Students must have a minimum of 92 credits in order to graduate from Needham High School.
- To be considered to be a member of the senior class, a student must have earned 64 credits.
- To be considered to be a member of the junior class, a student must have earned 46 credits.
- To be considered to be a member of the sophomore class, a student must have earned 18 credits

4. GRADING POLICIES

In full-year courses the final grade will be an average of the grades received for the four terms. In individual cases where the teacher feels that the computed grade does not represent a true reflection of the pupil's achievement in that subject, a different grade can be issued with the approval of the director/department leader or principal.

All reporting of academic achievement is by letter grade only. Grades are recorded on report cards and permanent record cards as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W, M, P.

- Grades are released to students and parents/guardians quarterly, via PowerSchool, per the yearly Term Calendar.
- The final report card is available on the parent portal of PowerSchool.

Academic achievement is graded according to the following guidelines:

A	93 - 100	C	73 - 76
A-	90 - 92	C-	70 - 72

B+	87 - 89	D+	67 - 69
B	83 - 86	D	63 - 66
B-	80 - 82	D-	60 - 62
C+	77 - 79	F	Below 60 and failing

No credit will be given toward diploma certification for a course in which the grade is:

F	Did not complete course requirements Satisfactorily
W	Withdrew
M	Medical excuse
P	Passing
I	Incomplete

An "incomplete" designation is given only in case of excused absence. When "incomplete" is entered on the report, a home comment slip will be sent home on or before the date that the report card is issued. The home comment slip will indicate the nature of the work to be made up and the amount of time that the student has to complete the make-up work. All "incompletes" must be made up within two weeks from the time the term ends. Beyond this time, incomplete grades are recorded as failures. The principal or their designee must approve any extension of time.

5. GRADE POINT AVERAGE (GPA) COMPUTATION (BEGINNING WITH THE CLASS OF 2023)

Students will receive a cumulative grade point average each year, tabulated using a 4.0 point system, based on the Final Grades received in courses.

- The GPA calculation will be based on the Point Table Value for GPA Calculation, outlined in item 6 below.
- Only academic courses will be used in the GPA calculation.
- Summer school courses taken for the purpose of grade improvement will not affect GPA. The grade received in a course during the regular school year will be the only grade considered, even when the summer school grade is a higher grade.

5A. GRADE POINT AVERAGE (GPA) COMPUTATION FOR CLASSES 2021, 2022

Students will receive their cumulative grade point average each year, tabulated using a 5.0 weighting system, based on the course level. The weighted GPA is computed by adding the total number of quality points earned and dividing by the number of credits earned.

- All leveled courses in grades 10, 11, 12 will be weighted
- Students transferring to Needham High School will receive an estimated GPA
- Summer school courses taken for the purpose of grade improvement will not affect GPA. The grade received in a course during the regular school year will be the only grade considered, even though the summer school grade is a higher grade
- A GPA distribution profile will be provided to colleges to which our students apply

6. POINT TABLE VALUE FOR GPA CALCULATION (BEGINNING WITH THE CLASS OF 2023)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	P	M	W
GPA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1	.7	0.0	n/a	n/a	n/a
Grade Percents	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59-0	60-100	n/a	n/a

6A. POINT TABLE VALUE FOR WEIGHTED GPA CALCULATION FOR CLASSES 2021, 2022

Grade	Level 1	Level 2	Level 3	Level 4
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.5	4.0	3.5	3.0
B	4.3	3.8	3.3	2.8
B-	4.0	3.5	3.0	2.5
C+	3.7	3.2	2.7	2.2
C	3.4	2.9	2.4	1.9
C-	3.0	2.5	2.0	1.5
D+	2.7	2.2	1.7	1.2
D	2.4	1.9	1.4	0.9
D-	2.0	1.5	1.0	0.5

F	0.0	0.0	0.0	0.0
W	0.0	0.0	0.0	0.0
R	0.0	0.0	0.0	0.0
X	0.0	0.0	0.0	0.0

7. HONOR ROLL

An honor roll is generated following each term. The principal will determine how students are acknowledged for this achievement.

- Students with all grades A- or better qualify for the distinction of High Academic Honors.
- Students with all grades B- or better qualify for the distinction of Academic Honors.

8. FINAL EXAMINATIONS

Final/year end examinations are integral to assessing students' mastery of the essential understandings and key skills taught in each of their courses. Therefore, Needham High School places the highest priority on the preparation of, scheduling for, and participation in these assessments. **Students are expected to take final examinations during the scheduled final examination period.** Except in the most extreme and unforeseeable circumstances, students will not be allowed to take their final examinations outside of the identified examination period. A student seeking to take examinations outside of the examination period must apply to do so in writing to their assistant principal by **May 15.**

In general, final examinations will begin five days before the last scheduled day of school. This date may change due to school closings, so **students and families must plan their summer obligations, e.g. employment, summer camp counseling or participation, family vacation, etc. around this calendar.**

9. NATIONAL HONOR SOCIETY

The National Honor Society, under the sponsorship and supervision of the National Association of Secondary School Principals, recognizes students who have outstanding scholarship, leadership, service and character. Selection to this honor society is an earned privilege, not a right.

Eligibility to be a candidate:

- The student has a Grade Point Average of 4.0 on an unweighted scale of 4.5.
- The student is a third term sophomore, a third term junior or a first term senior.

Application process:

- Student completes a three-part application. In the Leadership and Service sections, candidates discuss three leadership experiences and three service experiences in the context of the standards. In the essay section, students reflect on their Needham education.
- The student demonstrates an unblemished record of academic integrity and no major disciplinary infractions.
- Three character references attest to the student's attitude, sensitivity, integrity, acceptance of diversity, and resiliency.
- The Faculty Committee members evaluate applications using rubrics that are standards-based.
- Only candidate numbers – not students' names – appear on applications for membership.
- In accordance with NASSP guidelines, there are no membership quotas. All students who meet the minimum selection criteria as outlined by the Faculty Committee are admitted.

Membership is conditional, based on the student's faithful support of all National Honor Society projects and activities, attendance at meetings, and maintaining the standards that were the basis for their selection. Students who fall below the standards shall be warned/ placed on probation and given a reasonable amount of time to correct the deficiency. In instances of violation of the school's academic integrity policy or a case of flagrant violation of school rules or civic law, the member does not necessarily have to be warned prior to dismissal.

The Needham chapter of the National Honor Society posts all information on its school webpage, including by-laws, application documents, projects and meeting information. Please visit Needham High School National Honor Society site for more information.

10. COURSE CHANGE PROCEDURES AND ADD/DROP POLICY

Prior to the school year, counselors will see students in the following prioritized order:

- Seniors who need to meet graduation requirements;
- Students who passed summer school requiring a course change;
- New students;
- Students who do not have the minimum required number of credits scheduled (24 for freshman, sophomores, and juniors, and 22 for seniors);
- Students whose request for a course change has been approved by the department head (See below.) Given our emphasis on the course selection process and our priority of keeping class size reasonable and of maintaining an appropriate student/ teacher ratio, all program change requests will be evaluated before any request can be honored.

Philosophy behind the Add/Drop policy
At Needham High School we encourage all students to make thoughtful decisions in selecting courses, to challenge themselves appropriately, to persevere and develop resilience when presented with growth opportunities, and to balance their academic responsibilities with their extra-curricular activities and life outside of school.

The partnership between students, families and teachers begins with the course selection process. Students and families are expected to very carefully choose courses for the following year. The high school follows a specific procedure at course selection time that requires input from teachers and students and encourages input from families. Students and families with questions at that time should consult teachers, counselors and other staff to assist in making appropriate choices regarding courses. Student course selection is the first step in crafting the high school master schedule, a process that takes months, and creating course sections based on student enrollment.

There can be times when, despite everyone's best efforts, a particular course placement may not meet the student's needs. In those cases a student's options are:

- drop the course;
- drop the course and replace it with a different course;
- or change the level (College Prep, honors or accelerated) of the course.

These course changes can be characterized as either 'add/drop' or 'level change'. In both cases there is a specific process and timeline to be followed. All course changes require the approval of the appropriate department director/leader. The department director/leader must balance the needs of an individual student with the needs of all students impacted by the proposed change.

Drop/Add
A student may request to drop a course at any time during the school year. If a student drops a course after term 1 the course will be represented on the permanent high school transcript with a grade of 'W'. There is no guarantee that if a student drops a course there will be room for the student in another course. Most often the only option for a student's schedule is a study hall. A student should be cautious when dropping a course that they are still carrying the required minimum number of credits for the school year and that they are still on track to fulfill all the graduation requirements.

A student who wishes to add a course must make that request by the end of the first two instructional cycles of either the school year for a full year course or the semester for a semester course (usually the third week of the first or third term). No student will be allowed to enter a new course after that time unless there are extenuating circumstances.

Level changes
A student may request to change the level of a course up until the end of Term 1. Level changes after that time will be considered only under extenuating circumstances.

Transfer of grade: If a level change takes place before the last two weeks of Term 1, the teachers of the two courses will consult regarding the student's term grade. Within two weeks of the end of Term 1, the student's grade for Term 1 will be the grade for the first term and the student will not be moved into the new class until the beginning of Term 2.

11. ACADEMIC INTEGRITY POLICY
~~Academic integrity is directly related to the central values of teaching, learning, and integrity in the Needham High School mission & expectations for student learning. Cheating, plagiarism, and other dishonest behaviors undermine the integrity and credibility of the academic program. Therefore students are expected to refrain from all types of cheating including allowing others to cheat from them. Participation in acts of cheating is considered a serious academic offense. Educators cite eight reasons to encourage academic integrity (Whitley, B. E., & Keith-Spiegel, P. (2002). Academic Dishonesty: An Educator's Guide. Mahwah, NJ: Lawrence Erlbaum Associates):~~

- ~~**Equity** – Preventing students from getting an unfair advantage~~
- ~~**Character development** – Moral and ethical development of students is an important mission of schools~~
- ~~**The mission to transfer knowledge** – the preservation and search for knowledge for transference to new generations of students~~
- ~~**Student morale** – negative emotions may lower honest students' motivation to learn~~
- ~~**Faculty morale** – dealing with cheating can be draining and stressful to instructors~~
- ~~**Students' future behavior** – cheating can often become a lifelong habit~~
- ~~**Reputation of the institution** – damage from high-profile cases can be permanent~~
- ~~**Public confidence in education** – Faith in education can be lost and the support that comes with it~~

~~Homework assignments and tests are required to evaluate each student's individual progress and to supplement material covered during class time, and as such should reflect each student's own effort. Cheating, plagiarism, and other dishonest behaviors undermine the integrity and credibility of the academic program. Therefore students are expected to refrain from all types of cheating including allowing others to cheat from them, and participation in acts of cheating is considered a serious academic offense.~~

~~Needham High School's Policy on Academic Integrity is founded on the following guiding principles:~~

- ~~Student involvement in the prevention of cheating and plagiarism~~
- ~~Due process during violations of the policy~~

- ~~Fundamental fairness to all students~~
- ~~Making educational and supportive resources available~~
- ~~Clear and consistent procedures~~
- ~~Transparent (understandable)~~
- ~~Accountability for one's actions~~

~~Statement of Policy~~:

~~While particular instances such as group projects and study groups may call for collaborative learning to better understand and appreciate course material, submitting any work other than one's own is never permitted.~~

~~Cheating~~ *~~is a very serious academic offense that can take a number of forms, including, but not limited to:~~*

- ~~The use of unauthorized books, notes, electronic aids, or other materials in an examination.~~
- ~~Obtaining an examination ahead of its authorized release.~~
- ~~Unauthorized collusion; i.e. either aiding or obtaining aid or actual work, from another student, any other person, or any printed or electronic sources, where such aid is not explicitly required in the assignment.~~
- ~~Acting dishonestly in any way, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment.~~
- ~~Deliberate plagiarism (see below for complete definition).~~
- ~~Copying homework or notes to be evaluated by a teacher.~~
- ~~Submitting the same or similar work on more than one occasion or in more than one class.~~

~~Plagiarism~~ *~~is the act of presenting as your own, the words, musical or artistic composition, computer program, data, or the work of someone else, whether published or not, and presenting it as one's own original composition or work without proper acknowledgment.~~*

~~This includes:~~

- ~~Direct copying of text from a book, article, fellow student's work, notes, or electronic source, including inappropriate use of electronic/internet translators.~~
- ~~Papers in which the student has received assistance other than general criticism from someone else.~~
- ~~Claiming individual ideas derived from a book, article, electronic source, fellow student's work, etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.~~

~~The Role of the Tutor~~:

~~Parents/guardians, family members, or tutors must never write or rewrite student papers or homework assignments. A tutor can be helpful by reading a paper and asking clarifying questions about the content, focus, organization, and mechanics (e.g. spelling, grammar, diction).~~

~~The Use of Sparknotes and Other Aids~~

~~Sparknotes, Cliff Notes, and other print or on-line study resources should not be used without the permission of the teacher.~~

~~Disciplinary Procedure~~

- ~~When a teacher determines that a student has violated the school's Academic Integrity Policy, s/he will meet with the student to verify the violation.~~
- ~~The teacher will submit a misconduct slip and inform his or her department head/director.~~
- ~~Department head/director will verify the misconduct slip and forward it to the appropriate assistant principal who will issue the consequence.~~
- ~~Appeal should be made to the grade level assistant principal who will determine the final disposition of the incident.The department head or director will be incorporated into the process~~

~~Consequences~~

~~Violations of the cheating policy are cumulative over the course of the student's Needham High School career. Decisions at each level may be appealed to the principal/designee. Consequences may include:~~

- ~~A zero on the assignment in question~~
- ~~A one-hour detention~~
- ~~A three-hour detention~~
- ~~A one-day suspension~~
- ~~A meeting between the student, the teacher, the parent/guardian, and the assistant principal. (A letter of record of this meeting shall be sent home and a copy shall be placed in the assistant principal's office).~~
- ~~A letter sent home advising parents/guardians of the situation and detailing consequences for future offenses. (A copy shall be put on file with the assistant principal).~~
- ~~Removal from all student activity leadership positions. The student may also be placed on social probation and removed from all activities in which they represent Needham High School.~~
- ~~Removal from the class with a failing grade.~~

~~Resources for Students & Parents/Guardians~~

~~Your child's classroom teacher is the most appropriate and best resource to prevent cheating or plagiarism. Needham High School's English Department can provide supporting materials and guidance. Also, Needham High School Library provides guiding documents and tools for citing sources: http://nhs.needham.k12.ma.us/academics/library/research/research_guidelines~~
~~Purdue University's OWL resource: https://owl.purdue.edu/owl/purdue_owl.html~~

~~The Use of "turnitin.com"~~

~~Some faculty at the school regularly use the turnitin.com plagiarism detection service to ensure academic integrity. The service allows teachers to compare student work to a database of millions of documents (an authenticity report is generated for each submitted piece of work). Any teacher using this service will notify their students at the beginning of the course. For further information, see www.turnitin.com.~~

Academic misconduct is directly related to the central values of teaching, learning, and resilience in the Needham High School mission & expectations for students. This policy is founded on the principle that students should become educated about academic integrity and take ownership for the work they produce in order to be successful at NHS and beyond. All faculty and staff are committed to making educational resources readily available for students to support their growth in this area.

Cheating, plagiarism, and other dishonest behaviors undermine the integrity and credibility of the academic program. Therefore, students are expected to refrain from all types of cheating and plagiarism, including unsanctioned collaboration and allowing others to cheat or plagiarize from them. Major and minor assessments, including homework, quizzes, tests, essays, and presentations, are required to evaluate each student's individual progress and to supplement material covered during class time. As such, these assessments must reflect each student's own effort. While particular instances, such as group projects, may call for instructor-approved collaborative learning to better understand and appreciate course material, submitting any work other than one's own - unless explicitly stated - is never permitted.

Clarification of Terms

Cheating is a very serious academic offense that can take a number of forms. It includes, but is not limited to:

- Using unauthorized books, notes, electronic aids, translators, or other materials (including SparkNotes, Wikipedia, etc.) for an assessment in or outside of class, including homework.
- Either aiding or obtaining help or work from any person where such aid is not explicitly permitted in the assessment; this includes copying work from another student.
- Offering to others an unfair advantage on an assessment; i.e. informing others of test or essay questions in advance.
- Obtaining an assessment ahead of its authorized release.
- Submitting the same or similar work on more than one occasion or in more than one class without permission from an instructor.
- Deliberately plagiarizing (see below).

Plagiarism is the act of presenting words, musical or artistic compositions, computer programs, data, or any other work completed by someone else as one's own original creation without proper acknowledgment. This includes, but is not limited to:

- Copying text directly from a source into one's work without acknowledging the source of the ideas. This includes, but is not limited to: books, articles, fellow student's work, notes, electronic sources, and translators.
- Presenting ideas as original that have been derived from a source and incorporating them into one's work without acknowledging the source.
- Presenting specific ideas, phrasing, and/or content from a parent, tutor, or other coach as one's own. Parents, family members, or other tutors must never write or rewrite student papers or homework assignments. A tutor or peer editor can be helpful by reading a paper and asking clarifying questions or offering general suggestions about the content, focus, organization, and mechanics (e.g. spelling, grammar, diction).

Use of Turnitin

Turnitin.com is an innovative online submission forum used by educators to enhance the quality and integrity of student work. This service provides the opportunity for teachers and students to review written work and identify areas for improvement, especially inappropriate documentation of sources. An authenticity report is generated for each submitted piece of student work which allows for comparison to any direct matches found in the student's work from both the site's internal database of submitted documents, as well as the entirety of searchable internet material. These reports can be used to support the teaching and learning of academic integrity. Teachers using this service will notify his or her students at the beginning of the school year and show them how to submit their coursework through the online portal. If a question of plagiarism or cheating arises from a Turnitin.com originality report, instructors will follow the standard disciplinary procedures.

Schoology and/or Google Classroom Expectations

Many classes at NHS employ Schoology or Google Apps for Education, including Google Classroom. Along with the great ease of sharing comes the great responsibility of making ethical choices online. Students should not share their work with other students unless explicitly granted permission to do so.

If students share their work with a tutor, a parent, or another teacher, they should share the document "to comment," or "suggesting" and the other person can make suggestions using the commenting feature in Google. Any edits done in a student

paper should be completed by the student himself or herself. Such precautions should help ensure the integrity of student work.

Additional Resources

Needham High School teachers are the best and most appropriate resource to support students in maintaining academic integrity. Faculty in each discipline can provide supporting materials and guidance that aligns with this policy while addressing department-specific issues. The following websites also provide helpful guiding documents and tools for research, writing, and/or citing sources:

- Turnitin: Submission form, plagiarism reference, feedback platform, etc. (http://turnitin.com/en_us/features/faqs)
- Purdue University's Online Writing Lab (OWL): Extensive handbook with updated MLA formatting and citation information, as well as writing and grammar support. (http://owl.english.purdue.edu/owl/)
- Needham High School Library & Media Center: NHS-specific project guides and database access for research and source citations. (http://www2.needham.k12.ma.us/nhs/nhs_media/nhslibrary/resources2/citing.html)
- Noodletools: Individual project management for research, notes, organization, and citation of information. (http://www.noodletools.com/)
- Google Drive: Document creation, organization, and collaboration (https://drive.google.com)
- Diigo: Social bookmarking tool for individual and collaborative research, source annotation, and content curation. (http://www.diigo.com)

Consequences

Violations of this academic integrity policy are serious incidents of misconduct and will be addressed accordingly. Violations are cumulative over the course of a student's Needham High School career. In alignment with due process, decisions at each level may be appealed, in order, to the appropriate department chair, director, and grade-level assistant principal. When a teacher first determines that a student has violated this Academic Misconduct Policy in any way, s/he, in conjunction with the appropriate administrators, will follow the protocol below:

1. Teacher meets with the student to verify the violation and address the applied policy.
2. Teacher meets with the appropriate department chair to write and submit a detailed misconduct report, including the nature of the violation and value of assessment, to the parents or guardians and the Grade Level Office.
3. Appropriate assistant principal reviews the submitted misconduct, identifies the number of offenses on record for the student, and finalizes the consequent penalty for the student.
4. Appropriate assistant principal contacts the student, detailing consequences for the offence. A copy is forwarded to the teacher and the appropriate department chair.

As appropriate for the number of the offence, nature of the violation, and type of assessment, the following point system will determine the penalty assignments:

Point Assignment

Criteria	Points
History	
1st Offense	5
2nd Offense	10
3rd Offense	20
4th/+ Offense	30
Nature of Violation	
Using unauthorized materials for an assessment in or outside of class.	10
Either aiding or obtaining help or work from any person where such aid is not explicitly permitted in the assessment.	10
Offering to others an unfair advantage on an assessment.	5
Obtaining an assessment ahead of its authorized release.	15
Submitting the same or similar work on more than one occasion or in more than one class without permission.	5

Below 5% of work or fewer than 2 sentences plagiarized.	5
Between 5% and 20% of work or more than 2 sentences, but not more than 2 paragraphs plagiarized.	15
Between 20% and 50% of work or more than 2 paragraphs, but not more than 5 paragraphs plagiarized.	25
Above 50% of work or more than 5 paragraphs plagiarized.	30
Value of Assessment	
Minor Assessment (i.e. homework, quiz, etc.)	5
Major Assessment (i.e. essay, examination, presentation, etc.)	10
Total:	

Penalty Assignment

Total Point Range	Penalties
15-30	• Student serves a one-hour detention with the school. • Student receives a zero on the work in question with the opportunity to resubmit the assessment, or an appropriate alternative, for partial credit.
31-40	• Student serves two one-hour detentions with the school. • Student receives a zero on the work in question with the opportunity to resubmit the assessment, or an appropriate alternative, for partial credit.
41-50	• Student serves three one-hour detentions with the school. • Student receives a zero on the work in question with the opportunity to resubmit the assessment, or an appropriate alternative, for partial credit.
51-60	• Student serves one day suspension. • Student receives a zero on the work in question with no opportunity to resubmit the assessment. • Student attends a meeting with the teacher, parents, and appropriate principal to discuss the violation. • Student is placed on social probation from all student activity leadership positions and any other activities in which they represent Needham High School.
61+	• Student serves one day suspension. • Student receives a zero on the work in question with no opportunity to resubmit the assessment. • Student attends a meeting with the teacher, parents, and appropriate principal to discuss the violation. • Student is removed from all student activity leadership positions and placed on social probation from all activities in which they represent Needham High School.

Works Cited

Tennant, Peter, and Gill Rowell. *Plagiarism Reference Tariff*. *Plagiarismadvice.org*. Amber Project, 2010. Web. <http://plagiarismadvice.org/resources/institutional-approaches/ item/tennant-referencetariff>.

Whitley, Bernard E., and Patricia Keith-Spiegel. *Academic Dishonesty: An Educator's Guide*. Mahwah, NJ: L. Erlbaum, 2002. Print.

12. HOMEWORK POLICY & PHILOSOPHY

Philosophy:

Homework is an engaging and relevant learning activity, and a meaningful extension of daily classroom activities. The faculty places high value on homework as an essential piece of the total learning experience at Needham High School. The assignment of homework is purposefully planned and directly connected to the high school's curriculum and learning expectations. Homework is a cooperative effort with students, teachers, and parents/guardians taking responsibility for its completion.

Definitions:

Homework is an out-of classroom learning experience assigned by a teacher to enhance student learning. Homework should be reviewed by teachers so that they can assess what students know and are able to do, and to better direct them towards their learning goals.

Five types of Homework:

- **Completion:** work assigned during the school day not completed in class. It helps students keep up to date with the classroom program.
- **Practice:** work that reviews and reinforces skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency.
- **Preparation:** work that prepares students for upcoming lessons, projects, or exams. It encourages students to acquire background information to bring their prior knowledge and experiences to upcoming study topics.
- **Extension:** work that explores and refines learning in new contexts or integrates and expands on classroom learning.
- **Creative:** work that helps students integrate many skills and ideas while producing a requested response.

Source: Toronto (Canada) School District; Wellesley (MA) High School

Stakeholder Responsibilities:

Students, teachers, and parents/guardians must seamlessly collaborate in order to facilitate the learning that can result from effective homework. NHS articulates responsibilities for each of these stakeholders:

Students:

- Self-direct studying, reviewing, and preparing for each class period (even if homework is not assigned).
- Maintain academic integrity at all times.
- Record the directions for homework in an assignment notebook.
- Initiate a converSATion with a teacher when many assignments come due at once and flexibility is requested (before the due date).
- Maintain an appropriate study environment, free of distractions.
- Accept responsibility for completing assignments and keeping materials in order.
- Complete written assignments individually unless instructed otherwise.
- Budget time properly for long-term assignments.
- Know and comply with each teacher's homework protocols, particularly regarding penalties for late work.

Teachers:

- Teachers receive professional discretion to assign the necessary amount of homework to accomplish its purpose. Teachers should adhere to research-based best practices on designing and giving homework assignments, which includes some of the following actions:
- Communicating the purpose of homework, as well as the protocols for completing and turning in work.
- Considering how an individual homework assignment fits in to the total homework load of students.
- Designing purposeful homework that values quality rather than quantity.
- Feedback is provided in a timely manner.
- Using class time, when appropriate, to preview assignments and allow students to ask clarifying questions.

Parents/Guardians:

- Provide an appropriate home environment for homework.
- Build efficacy in their children to be self-directed and responsible scholars, which may include the following components:
    - Establish a consistent study time.
    - Be aware of the assignment notebook and daily progress, as needed (this need should diminish as students get older).
    - Oversee long-term assignments and help students budget time accordingly.
    - Encourage students to accept responsibility for completing assignments.
    - Encourage students to contact the teacher if problems or questions arise.
    - Assist with—but do not do—the work (the same goes for tutors).

Source: Toronto (Canada) School District; Needham (MA) High School

Appropriate Study Environments:

- Maintaining a quiet and effective study environment is critical to not only completing homework, but also to put into memory what is learned. Students can employ some straightforward strategies, chosen from the knowledge of which conditions allow them to best study:

- Try to make a habit of studying at the same time in the same place. Know when you are most "alert" during the day. For some students, school or a library may be the best place to do homework and study. For others, it may be at home.
- Find a quiet, comfortable environment with minimal distractions (but not too comfortable so that you relax and fall asleep).
- Interruptions from personal technologies (i.e. when phones, computers, and TV are not used in an educational capacity) can derail progress and impede memory formation. Carve out breaks to allow time for personal technology.
- Make sure that you have everything you need with you so that it will be an efficient use of your time and effort.

Source: Michigan State University

Homework Habits:

Some advice from experienced educators and current students:

- Don't overextend yourself when choosing courses; speak with students who have taken the course in prior years
- Prioritize assignments when there is a time crunch
- Use Directed Study to your advantage
- Make sure you understand the task
- Monitor your total academic load; break down the task(s) into chunks
- Plan for calendar breaks (i.e. don't save work until the vacations)
- Strive for excellence and do the best you can
- Reward yourself when you complete difficult assignments
- Participate in study groups (while maintaining academic integrity)

Source: Bucks County Community College; Needham High students

Policy:

No Homework Periods:

School calendars are designed to include breaks for students, families, and teachers. These breaks should include a reduction or elimination of homework, to allow students to refresh themselves from the grind of the school year, and to allow families to participate in activities. The high school has adopted standards that pertain to religious holidays, homework over extended breaks, and when major projects or exams come due immediately following a vacation period.

Below are policies regarding assignments over the extended vacations (Thanksgiving, December Holiday, February, and April). If a teacher feels it is necessary to have assignments that carry over break, it is imperative that they provide enough time (excluding the break period) for students to accomplish that work prior to or after returning from break. Teachers should calculate how many days/ weeks the assignment should take, then determine the due date by excluding the vacation days in the timeline. Because of the level, curriculum, and demand of an AP course, AP classes are exempt from the homework over break policy, but those teachers should use discretion when assigning work and attempt to follow the long term guidelines below. Teachers can see department heads for clarification on this policy.

**Short term assignments (a typical night's homework) must be assigned at least two class periods before break and not be due the first class back from break*

**Long term assignments must be assigned at least five school days before break and cannot be due until the third school day following break*.

This allows students to work on the assignment outside of school prior to and/or after break. It allows students who choose to be able to use break to complete the work.

**Assessments cannot be held the first day the class meets following a break (therefore the earliest date would be the 2nd class meeting).*

**Reading assignments to maintain continuity are a necessary part of educational growth. They are permissible over long term breaks at the discretion of the teacher, but should be no longer than 3 nights worth of reading for that class. The reading should be assigned following the same guidelines as long term assignments, therefore provided to the students a minimum of 5 days in advance of the break (but may be due the first class day back). Additional assignments connected to the reading (note cards, journal entries, etc) cannot be assigned over break, but are permitted as an activity for the first class after break*.

Make-up Work:

- Completion of make-up work is the student's responsibility.
- Students absent for a period of time of less than a week will receive the same number of days missed to make up the work (unless otherwise arranged by the teacher). Failure to do so may mean that a student will receive no credit for the work not made up.
- Students absent for a period of time in excess of a week must make up work at the discretion of the teacher. Students are to contact the teacher to reach an agreement on the deadline. Failure to do so may mean that a student will receive no credit for the work not made up.

13. REMEDIAL & MAKE-UP COURSES

The student who does not complete a course SATisfactorily and receives an F grade may:

- With prior approval from an assistant principal, receive credit for the subject by repeating the course successfully in an accredited summer school. Enrollment in summer school or a credit recovery program is at the student's/family's expense and the summer school grade will not be factored into the GPA.
- Repeat the subject as an additional course and attain a SATisfactory grade.

The student who does not attain a necessary prerequisite grade for continuation in a sequential course may:

- With prior approval from an assistant principal, repeat the course in an accredited summer school.
- If no accredited summer school is available, have tutoring approved by the appropriate director. Tutoring must be taken at the rate of one hour a day for a minimum of thirty-days. The student must then pass a qualifying examination if appropriate.
- Repeat the course and obtain a qualifying grade.

Please note:

- Two years of English cannot be taken simultaneously in grades 9 and 10.
- A student who has been withdrawn from a course because of excessive absences or unexcused absences is ineligible to attend summer school.
- A student enrolled in the core English courses must be passing both in order to remain in the senior course. Students failing one course any time after the first warning report may be withdrawn from the senior course.

14. SUMMER SCHOOL

- Students are encouraged to enroll in remedial, enrichment, and core equivalent courses. Students are urged to take classes in the Needham Summer School, provided it offers the course.
- All Summer School work must be approved prior to registration by the assistant principal or the director/department chairperson.
- No more than three courses repeated in summer school will be allowed for credit toward a diploma.
- Only one course in a sequential subject may be made up in summer school.
- Credit received in summer school does not automatically entitle the student to elect the next higher course in a sequence.
- Additional credits will not be granted for a repeated course.
- The original grade recorded by a Needham High School teacher is not to be changed as a result of summer study. The grade received from summer school study will be recorded on the permanent record card in addition to the original grade.

15. HOME TUTORING

Home Tutoring is available for Needham Public School students when the physician verifies in writing that the student must remain at home or in a hospital on a day or overnight basis for a minimum of 14 days in a school year. A form for the Physician's Statement published by the Massachusetts Department of Education is available from the Grade Level Office.

16. ALTERNATE EDUCATIONAL PROGRAMS

Minuteman Science & Technology High School

Those students who decide they would prefer a vocational or technical program as sophomore, junior, senior or post-graduate will be eligible for acceptance on a space available basis. Bus transportation is provided. For information about admissions, contact the appropriate personal and academic counselor at Needham High School or phone Minuteman at (781) 861-6500.

Norfolk County Agricultural High School

Students interested in Norfolk Agricultural must apply for grade 9 admission. Needham High School students interested in transferring should contact the appropriate personal and academic counselors at Needham High School or phone Norfolk Agricultural at
(508) 668-0268.

XVII. Counseling and Student Support

1. GENERAL INFORMATION

The Counselors at Needham High School provide comprehensive Social/Emotional, Academic, and Postsecondary Counseling to all students at Needham High School. Each student has access to and will be served by the following counselors in a programmatic and as needed fashion:

- Every student is assigned to one of eight School Counselors (organized alphabetically) for four years. Each student is assigned one of two Personal Counselors (divided alphabetically) for four years.
- Students serviced through Special Education, who have counseling as a goal, are also assigned to a School Adjustment Counselor.
- The counselors work to help all students achieve academic success, balance in all aspects of their lives, personal growth, and to assist in developing a meaningful plan for life after high school. All counselors can be accessed by appointment or on a drop-in basis. Regardless of the importance of an issue, all students are encouraged to meet with and establish a working relationship with their counselors as early as possible. If an emergency situation arises and a student's assigned

counselor is not available, any available counselor can meet the needs of the student until their counselor becomes available.

2. SOCIAL-EMOTIONAL COUNSELING

Each student is assigned to one of two counselors who assist with their social and emotional support. The school counselors are often considered the first resource for personal issues. If the school counselor deems the situation warrants the involvement of the personal counselor, the school counselor will help facilitate the personal counselor's involvement. A student, parent, guardian, teacher, or administrator may also reach out to the personal counselor directly. Counselors, both school and personal, will also reach out to students to help establish a relationship or to address a personal issue. Please note that converSATions with counselors are considered confidential (and not a part of the school record), although there are limits to the bounds of confidentiality with situations that pertain to safety. If a student is hospitalized, a re-entry meeting may be held prior to the student's admittance to school. This meeting will be scheduled through the student's school counselor.

3. SCHOOL COUNSELORS' ROLES

A student's school counselor is the primary resource for helping with postsecondary planning. While counselors offer comprehensive, instructionally based programs beginning in the spring of junior year, there are other aspects of postsecondary planning which begin in earlier years to help students and families plan for life after Needham High School. For example, grade nine students have individual or small group meetings with their assigned counselor to introduce the services of the department, help with course schedules, and to help insure that each ninth grade student has established a relationship with his or her counselor. In grade ten, students are introduced to Naviance, NHS's post-secondary planning program. As part of the sophomore Wellness curriculum, students also participate in a Careers Exploration Seminar so that they may enter the junior year postsecondary selection process with more purpose and direction. School counselors can assist with recommending other resources for experiential opportunities outside of the school day, such as recommendations for meeting the community service requirement, summer opportunities, or internships.

In addition to academic planning, a student's school counselor is available to help with other difficulties that may arise, such as time management, difficulty with relationships, or other struggles that can be a part of the high school experience. For more in-depth concerns around social and emotional health, the school counselor may work with, or refer the student to their assigned personal counselor. Personal and school counselors are part of Needham High School's counseling services team and work together. With any of the above mentioned situations, or other questions/concerns, it is recommended that students and families always contact their assigned school counselor for assistance first.

4. COMMUNITY SERVICE LEARNING PROGRAM

The Community Service Learning Program is an important part of the educational experience offered at Needham High School. All students are required to complete two community service learning credits (60 hours) as part of their graduation requirement.

The mission of the Community Service Learning Program is to broaden students' experiences beyond the traditional classroom by providing opportunities to become involved in volunteerism, service learning, and career exploration. By engaging in such activities, students learn more about themselves, their interests, and the privileges and responsibilities of being a member of a school, local, and global community.

Students must complete 2 credits, for a total of 60 hours. Each credit equals 30 hours of volunteer or internship service. A minimum of 30 hours must be done with the same organization for one credit, and the other credit/30 hours can be divided up with multiple organizations. Students may complete the entire 60 hours with one organization if they choose, or they may do 30 hours each with two or more different organizations. Students may earn a maximum of 1 credit through Counselor In Training and Internship programs. All internships require pre-approval as do some service opportunities (see pre-approved list on the Guidance Website under Volunteer Opportunities). Please contact your school counselor if you have any questions. Students may earn up to 2 credits per year with a maximum of 8 credits over four years.

Students may start their community service learning hours beginning in their freshman year. Hours earned prior to that year, including the summer, may not be used.

Students may consult the Community Service Learning home page to learn about placement opportunities, download required forms, and have access to other resources such as summer programs and gap year ideas. We recommend that students submit a proposal for community service to their school counselor prior to starting any community service to insure that a placement will be eligible for credit. Unpaid internships may be considered for community service credit, but must be approved in advance.

5. POSTSECONDARY SCHOOL VISITATIONS

Representatives from over 150 post-secondary schools visit Needham High School each year to talk with the students who may be interested in finding out more about their schools. The schedule for such visits is posted in the homerooms one week in advance of the visit. Seniors are encouraged to take advantage of these opportunities whenever possible.

6. SCHOLARSHIPS

Each June, Needham High School awards scholarships to members of its graduating class. These scholarships are generally sponsored by local organizations that have established a set of criteria for awards. A senior may apply for as many scholarships as they want, provided they meet the standards agreed upon by the organization and the Scholarship Committee.

- In general, copies of the local scholarships and applications will be available in the Guidance of ce in February. Students are responsible for picking up the listing.
- Completed applications must be submitted to the school counselors in March (date to be determined).
- Announcements will be made in each homeroom and in the student notices when the scholarship listing is available.
- Each application is coded for anonymity to avoid bias during the selection process.
- The Scholarship Committee, which is made up of faculty members, coordinates the entire process and votes on the final determination of winners.

The School Committee, acting on the recommendation of the high school principal, must approve all new scholarships. Any organization that wishes to sponsor a new scholarship must submit a request in writing. This request should include:

- Name of scholarship
- Sponsoring organization and name of scholarship committee chairman
- Amount of award
- Number of recipients
- Duration of scholarship
- Specific criteria for scholarship

For further information, please contact the Needham Public School Business Office, (781) 455-0400 ext. 11204.

7. SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The SEPAC is a self-governed organization of Needham parents and caregivers of children with special needs. The SEPAC provides a forum for parents and caregivers to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the Schools. Visit the SEPAC web site at: http://www.needhamsepac.org for more information or to be added to their email list.

8. SPECIAL EDUCATION SERVICES

Special Education services provide specialized instruction to students who have been identified through testing, as having a disability that prevents them from making effective progress in their classroom. Parents/guardians play a key role in this process by offering their insight and information that helps the TEAM to understand their children. If determined to be eligible for special education services, a TEAM meeting, including parents/guardians, and teachers, develops an Individualized Education Program (IEP) for the student. This program is designed to support the student's access to the general education curriculum. Special Education evaluation and services can only be provided with parent/guardian permission. If you would like more information, or believe your child may have a disability, please contact your child's teacher or your school's principal, or visit the following page: http://www.needham.k12.ma.us/departments/student_support_services/special_education

XVIII. NEASC Accreditation

Needham High School is accredited by the New England Association of Schools and Colleges, Inc. NEASC is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post graduation instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
https://www.neasc.org/

XIX. Appendices

1. NEEDHAM HIGH SCHOOL'S DAILY ROTATION SCHEDULE

2. 2020-2021 SCHOOL COUNSELOR ASSIGNMENTS - *Pending*

1. NEEDHAM HIGH SCHOOL'S DAILY ROTATION SCHEDULE

Needham High School Schedule

Daily Rotation

1	2	3	4	5	6	7
A	F	D	B	G	E	C
HOMEROOM / X-Block						
B	G	E	C	A	F	D
C*	A*	F*	D*	B*	G*	E*
D	B	G	E	C	A	F
E	C	A	F	D	B	G

*** LUNCH ROTATION**

1ST LUNCH - 11:25-11:50
2ND LUNCH - 11:50-12:15
3RD LUNCH - 12:20-12:45

Mon	Tue	Wed	Thu	Fri
Block 1 8:00-9:20 (80 min)	Block 1 8:00-9:30 (90 min)	Block 1 8:00-9:20 (80 min)	Block 1 8:00-9:30 (90 min)	CPT 7:30-8:25 (55 min)
X- Block 9:25-9:55 (30 min)	HR 9:35-9:45	X- Block 9:25-9:55 (30 min)	HR 9:35-9:45	Block 1 8:35-9:55 (80 min)
Block 2 10:00-11:20 (80 min)	Block 2 9:50-11:20 (90 min)	Block 2 10:00-11:20 (80 min)	Block 2 9:50-11:20 (90 min)	Block 2 10:00-11:20 (80 min)
Block 3* 11:25-12:45 (50 min)	Block 3* 11:25-12:45 (50 min)	Block 3* 11:25-12:45 (50 min)	Block 3* 11:25-12:45 (50 min)	Block 3* 11:25-12:45 (50 min)
Block 4 12:50-1:40 (50 min)	Block 4 12:50-1:40 (50 min)	Block 4 12:50-1:40 (50 min)	Block 4 12:50-1:40 (50 min)	Block 4 12:50-1:40 (50 min)
Block 5 1:45-2:35 (50 min)	Block 5 1:45-2:35 (50 min)	Block 5 1:45-2:35 (50 min)	Block 5 1:45-2:35 (50 min)	Block 5 1:45-2:35 (50 min)

2. 2020-2021 SCHOOL COUNSELOR ASSIGNMENTS

2020-2021 Guidance Counselor Structure - Pending

Needham Public Schools

Needham School Committee

May 5, 2020

Agenda Item: **School Committee Comments**

Background Information:

- Members of the School Committee will have an opportunity to report on events, information, and matters of interest not on the agenda.

Members of the School Committee available for comment:

Andrea Longo Carter, Chair
Connie Barr, Vice-Chair
Heidi Black
Michael Greis
Susan Neckes
Aaron Pressman
Matthew Spengler
Aidan Michelow, Student Representative member of School Committee