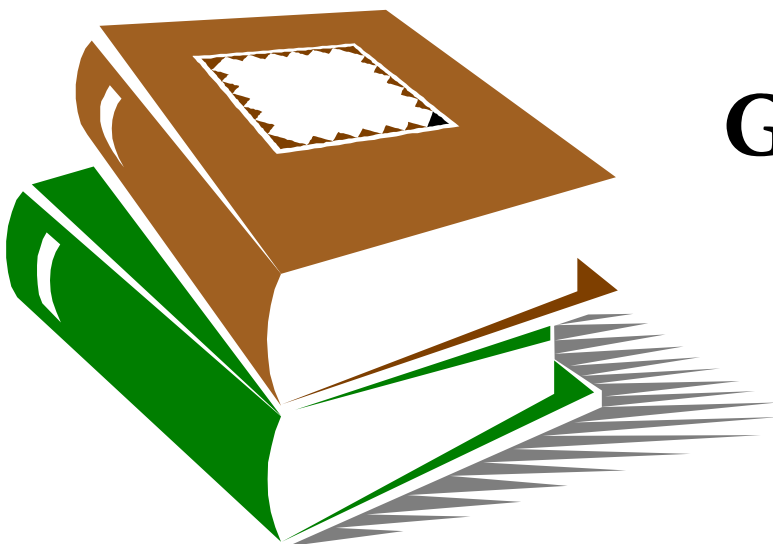


Haverhill Public Schools STUDENT HANDBOOK



Grades PK – 8
2011 – 2012

**Haverhill Public Schools
Central Office
4 Summer Street
Haverhill, MA 01830
(978) 374-3400**

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

This document can be accessed online in English or Spanish at: <http://www.haverhill-ps.org>
Este documento es accesible electrónicamente en español en: <http://www.haverhill-ps.org>

Haverhill Public Schools

**Student Handbook Receipt Form
PreK – Grade 8
2011-2012**

Dear Parents and or Guardians:

Welcome to the Haverhill Public Schools. In order to assist you with your many questions and concerns, the district provides this handbook. It contains the essentials that are critical to the operation of your school and serves as a guide to familiarize you with the policies, procedures, and expectations. This handbook is an integral part of a successful school year for your child.

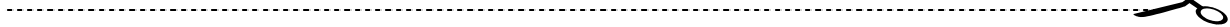
Please review the handbook with your child and return the acknowledgement below to your child’s homeroom teacher. Please keep this handbook in a convenient location in your home. Feel free to contact your child’s principal if you have any questions or comments.

Again, I want to welcome you back and look forward to working with you to ensure a healthy and safe school year.

Sincerely,

James F. Scully

James F. Scully
Superintendent of Schools



Please clip this response and have your child return it to his/her classroom teacher by Wednesday, September 7, 2011.

Student’s Name: _____ Grade: _____
(Please Print)

School Name: _____ Homeroom: _____

Student’s Signature: _____ Date: _____

Parent’s Signature: _____ Date: _____

Table of Contents

1	Introduction	
	a.	District Message3
	b.	School Profile3
	c.	Safety and Security3
	d.	Early Defibrillation Program4
	e.	Title One Schools4
	f.	School-Parent Compact5
	g.	Notification to Parents of Teacher Qualifications6
	h.	Notification to Parents of Supplemental Educational Services6
2	Policies & Procedures	
	a.	Code of Conduct & Discipline Policies
		i. Disciplinary Actions: Consequences for Misbehavior6
		ii. Suspensions [Regular Policies, 10-Day Suspensions, SPED, 504]8
		iii. Tobacco Use Policy10
		iv. Drug & Alcohol Policies10
		v. Rules of Dress10
		vi. Field Trips11
		vii. Internet Use Policy12
		viii. Pagers, Signal Devices and Cell Phones14
		ix. Busing15
		x. Weapons15
	b.	Attendance
		i. Policy15
		ii. Tardiness16
		iii. Dismissal16
		iv. Absence16
		v. Truancy16
		vi. School Arrival/Departure17
	c.	Civil Rights
		i. Nondiscrimination Policy17
		ii. Bullying and Harassment Policies17
		iii. Physical Restraint Policy21
		iv. Student Concerns, Grievance and Complaints23
		v. Child Abuse23
		vi. Homeless23
	d.	Student Recordkeeping
		i. Registration and Enrollment24
		ii. Insurance Forms24
		iii. Health Examinations, Immunization and Medication25
		iv. Care of Student Exhibiting Mental Health Issues26
		v. Student Education Records27
		vi. 603 CMR 23.00 Notification28
		vii. Protection of Pupil Rights (PPRA)29
		viii. Student Photographs and Issues of Privacy29
	e.	Academic Policies
		i. Homework30
		ii. Report Cards and Teacher Conferences30
		iii. Honor Roll30
3	Activities & Organizations	
	a.	Parent & Community Involvement
		i. Site Council30
		ii. PTO31
		iii. Partnerships31
		iv. Volunteers31
		v. School Visitors31
	b.	Student Enrichment
		i. Clubs32
		ii. Extracurricular Activities32
		iii. Enrichment Programs32
4	Facilities & Services	
	a.	Transportation32
	b.	Food Services33
	c.	Instructional Assistance
		i. STAT34
		ii. Special Education34
		iii. 504 Plans35
		iv. English Language Education35
	d.	Guidance36
	e.	State & National Assessments36
	f.	Use of Facilities36
	g.	Open Enrollment37
5	School Day Information	
	a.	School Hours & Dismissal37
	b.	School Cancellations & Delayed Openings37
	c.	2011-2012 Approved School CalendarBack Cover

Section 1 Part A: District Message

The Haverhill Public Schools is committed to educating every child who comes into its system; in Haverhill we truly believe that *“no child shall be left behind.”* The system of public education should be a source of pride for the city; the schools should be central to life and activity of the community. Schools must assure that every student meets the expectations for student achievement set by the School Committee.

Education is about quality instruction in the classroom that makes students competitive on state and national standardized tests. The quality of a Haverhill education should motivate students to remain in the city’s schools. Within capabilities, the system must provide alternative programs for students with unique needs.

Our system is built upon a strong foundation of core values; *Haverhill believes in “highly qualified” employees, site-based management, high academic standards for student achievement, and continuous improvement.*

As educators and members of the school community it is imperative that there is a connection, a commitment and acknowledgment of our ethical responsibility to implement this vision for the children of Haverhill.

Section 1 Part B: School Profile

The Haverhill Public School system embodies a long tradition of academic excellence and social responsibility. For many years, it has been the district’s mission to provide a safe place for students and to create a school climate that is intellectually challenging, friendly, and inviting. It is our goal to establish *a student-centered environment where students feel that they belong* and where healthy development can take place.

Our school believes in teaching a core of common knowledge that is aligned with the state mandated frameworks. A curriculum that provides for differentiated instruction, pedagogy, high expectations for achievement, and alternative assessment. Curricula and instruction are driven by assessment data so that there is continuous improvement in student achievement. Instructional practices must address the diverse talents and skills of students, and provide a variety of instructional supports and strategies for each student to succeed.

We are a school community and wholeheartedly welcome the support and involvement of all constituents in educating our students. Families and businesses are strongly encouraged to participate in the educational programs, planning for school improvement, and school-activities.

It is our goal to reach every student. We believe that all students can learn with targeted supports, high quality programs, and resources that are integral to a strong foundation and necessary for all students’ success in future endeavors.

Section 1 Part C: Safety and Security

Your child’s safety is a major concern of our school. The cooperation and understanding between parents and the school is necessary to build proper habits. Some sound rules for developing safety habits are listed below. It would be helpful if parents would discuss these with their children.

- ✓ Start to school early enough so you will not have to run to arrive on time. Walk on the sidewalks or off the roads at all times.
- ✓ Cross streets only at intersections where a crossing guard has been assigned by the school department.
- ✓ Obey the police officer and the crossing guard at all times.
- ✓ Proceed directly to school and return home immediately after being dismissed.
- ✓ Refrain from throwing snowballs on the way to and from school and on school grounds.

- ✓ Refuse to enter or approach strange automobiles or to ride with strangers.
- ✓ Remain off the road while waiting at the bus stop.

Our school has a Building Crisis Response Team (BCRT) comprised of administrators and teachers. The BCRT enhances the school's ability to respond to emergencies, threats to students and staff safety, and assists students and staff to respond to events such as the death of a school community member, natural disasters, or acts of violence.

It is unfortunate, but true, that we live in a time when safety of our children is threatened even at school. Even though the chance of your child being harmed while in school is minute, the possibility is enough so that precautions and procedures have been implemented.

Preventing violence and threats of violence must be a community project. All students, parents and educators must be constantly vigilant and report people and events that seem to threaten the safety and tranquility of our schools.

Students and parents need to know that Haverhill's Chief of Police and Superintendent of Schools are jointly committed to aggressively investigating all student-to-student death threats, and to find, arrest, and prosecute any student who calls in a bomb threat or pulls a fire alarm unnecessarily.

Parents need to assure that students understand the seriousness of these acts as well as the consequences associated with them. No one should tolerate this type of behavior and students need to know that. If parents have specific concerns they may obtain further information about the school's action plans for crisis management and building crisis team by contacting the principal.

Section 1 Part D: Early Defibrillation Program

The Haverhill Public Schools, in concert with the City of Haverhill Board of Health has begun implementing an Early Defibrillation Program. Implementation of the program includes providing Automatic External Defibrillators (AED) along with appropriate staff training on use of the device and certification in cardiopulmonary resuscitation (CPR). AED devices are strategically placed to assist responders in CPR and AED therapy in the event of a medical emergency. For more information about the program please contact the Principal or School Nurse.

Section 1 Part E: Title One Schools

Title 1 is the largest federally funded supplemental education program. Title 1 services do not replace instruction in the classroom; instead Title 1 services provide students with additional instruction.

Title 1 was originally enacted in 1965 as a cornerstone of President Johnson's "War on Poverty". In January, 2002, President Bush enacted the "No Child Left Behind" Act. This law established minimum qualifications for teachers and paraprofessionals and set goals of all children achieving a state-defined "proficient" level of performance by the end of the school year, 2013-2014.

Title 1 teachers and staff work in the following elementary schools: Golden Hill, Pentucket Lake and Tilton, and the following middle schools: Consentino and Nettle. All children in these schools are eligible for services with the goal of upgrading the entire educational program. To be eligible for Title I services, schools must have a poverty threshold of 40%.

In the above mentioned projects, Title 1 administrators, and teachers determine the grades that Title 1 teachers will work with and the types of programs that Title 1 teachers and staff will provide. Among these programs are:

- **Reading Recovery:** an intensive intervention program for Grade 1 students who are experiencing difficulty in learning to read and write. Students are seen individually every day of the week for 30 minutes. In approximately 16 weeks, the goal is to have students reach the average reading level of their class.

- **Guided Reading Groups:** The purpose is to provide supplemental reading and writing instruction for children in Grades K – 3.
- **Literacy Collaborative:** The Literacy Collaborative is a professional development program for teachers. It is a school reform model designed to improve the reading, writing and language skills of students from kindergarten through grade eight by training in-house literacy coaches who provide ongoing professional development. The literacy framework includes three components: language and phonics/word study, reading workshop, and writing workshop. It involves the integration of science and social studies content with the language arts. A key feature of the teaching is the use of ongoing assessment to inform teacher decision-making.

Title I students receive instruction during the school day either individually or in small groups of 4 to 6 students. Most lessons take place in the child’s classroom, however, some lessons do take place in the Title I teacher’s classroom.

Section 1 Part F: School-Parent Compact [Title I Schools]

A goal of the Haverhill Public Schools is to develop strong partnerships with the home. Parents and schools must work as partners to increase student achievement and develop positive attitudes about self and school.

The key factor to the home-school partnership is the relationship between the teacher and parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of children. Organizational help from the School Committee, district administration, and principals enables teachers to effectively develop the partnership.

The intent is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as to generate new ways of strengthening the partnership. The partnership between home and school is supported by (1) The development of an infrastructure to continually assess, plan, and implement strategies that build the partnership, (2) Self-study of parental involvement practices by teams of parents, teachers, and administrators using basic principles to create the best learning experience for each child, and (3) Resources will be provided to principals, teachers and parents.

Title I schools must jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by parents, that describes the means for carrying out school level policy, sharing responsibility for high student performance, building the capacity of involvement, and increasing accessibility for participation of parents with limited English proficiency or with disabilities. The involvement of families goes far beyond volunteering at school, serving on PTO or site-council membership. It requires parents doing their part at home with their children.

A component of the school-level policy requires that that all Title I schools develop jointly with parents a School-Parent Compact. A compact is a written agreement of shared responsibility that (a) Defines the goals and expectations of schools and parents as partners in an effort to improve student achievement, (b) Outlines how parents, staff, and students will work together to achieve high academic standards, (c) Translates the policies and goals of parents and schools into action steps, and (d) Serves as a catalyst for collaboration and improved communications.

The main reason for a compact and school-family partnership is to help students succeed in meeting challenging academic standards. School-Parents Compacts are required to include:

1. Description of the school’s responsibility to provide high quality curriculum and instruction.
2. Description of the ways in which parents are responsible for supporting their children’s learning through such things as monitoring attendance, homework completion, participating in the decision-making process.
3. Address the importance of establishing ongoing good communication between teachers and parents.

Many of the components in a compact already exist in your school. The compact can only be as effective as the ideas it represents and the commitment and support participants give to those ideas. In order to improve

the academic success of our students and to ensure that benefits accrue to the entire school community, we encourage all parents, as stakeholders, to join in and carry out the expectations of the school-parent compact. To learn more about how you can participate and make meaningful contributions, please contact the principal.

Section 1 Part G: Notification to Parents of Teacher Qualifications
Compliance with P.L. 107 - 110, § 1111 (h) (6) (A)
[Title I Schools]

The federal *No Child Left Behind Act of 2001* requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, the Haverhill Public Schools will provide parents with this information in a timely manner if requested. Specifically, parents have the right to request the following information about their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to their child and, if so, their qualifications.

The Haverhill Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher please contact Mary E. Malone, Assistant Superintendent of Schools at (978) 374-5740.

Section 1 Part H: Notification to Parents of Supplemental Education Services (SES)
[Title I Schools]

Students from low-income families attending Title I schools in their second year of school improvement, in corrective action or in restructuring status are eligible to receive SES.

These services include tutoring & remediation provided they are consistent with the content & instruction mandated by the school district & aligned with the state's content standards. Please contact your child's principal or the Assistant Superintendent at 978-374-5740 for information about state approved SES providers. An informational meeting on SES is held annually in early fall for eligible Title I families.

Section 2 Part A: Code of Conduct & Discipline Policies

Section 2 Part A Subsection 1
Disciplinary Actions: Consequences for Misbehavior

The following infractions of school rules are subject to disciplinary action. The action taken will depend on the nature of the incident, and may include: (1) Conference with student; (2) Parent contact; (3) Detention; (4) Suspension; (5) Police Referral; (6) Expulsion.

- 1-1 Tardiness to homeroom/school
- 1-2 Tardiness to class

- 2-1 Truancy from class or part of a class [cutting class]
- 2-2 Truancy from school for whole or part of a school day

- 3-1 Hall pass violation or loitering, or misconduct in hallways
- 3-2 Disruption in class or out of class

- 3-3 Lunch period misconduct
- 3-4 Refusal to follow direct instructions during disruptive situations
- 3-5 Misconduct while serving detention or In-School-Suspension (ISS)
- 3-6 Student in unauthorized/restricted area; i.e. parking lots, opposite gender restrooms or locker rooms, fields or wooded areas surrounding school, roof, etc.
- 3-7 Misconduct on field trips
- 3-8 Possession of and/or throwing snowballs at school, on school grounds, at school bus stops or on school bus
- 3-9 Misconduct during participation in school-sponsored students activities (on or off school grounds, during or after school hours)
- 3-10 Misconduct during transition of classes or after school
- 3-11 Misconduct on school buses or at school bus stops
- 3-12 Improper or disruptive conduct such as verbal harassment, inappropriate language, pushing, shoving, tripping, kicking, wrestling in hallways, classrooms or other areas.
- 3-13 Chronic misconduct that constitutes a threat to public order or presents a threat to the safety of students or staff members
- 3-14 Insubordination/disrespect to school personnel-refusal to follow direct instruction from staff
- 3-15 Violation of Internet Policy

- 4-1 Forged/counterfeit school related documents such as absence or dismissal notes, report cards, progress reports
- 4-2 Forged signature on any school-related document such as hall pass, comment/appraisal form, etc.
- 4-3 Giving a false name or refusal to give name to school personnel
- 4-4 Giving false information to school personnel
- 4-5 Cheating/Plagiarism

- 5-1 Arson
- 5-2 Vandalism
- 5-3 Vandalism of computers to computer programs
- 5-4 Theft
- 5-5 Littering or failure to clean cafeteria table
- 5-6 Misuse of motor vehicle
- 5-7 Graffiti

- 6-1 Smoking or possession of tobacco products in the school building, on school grounds or at school-sponsored event
- 6-2 Being in possession of a controlled substance as defined in Massachusetts General Laws, Chapter 94C. Such substances include, but are not limited to, cocaine, marijuana, heroin, barbiturates, amphetamines, and Ritalin
- 6-3 Being under the influence of a controlled substance as defined in Massachusetts General Laws, chapter 94C, or possessing paraphernalia related to the use of such controlled substances.
- 6-4 Possession, use, or being under influence of alcohol
- 6-5 Using legal drugs in an illegal or hazardous manner, or possessing selling, or giving away such drugs
- 6-6 Selling, buying, receiving or giving away a controlled substances when no physical evidence can be directly associated with the student or students involved

- 7-1 Possession or use of lighters, matches or other flammable devices
- 7-2 False fire alarm or tampering with fire equipment
- 7-3 Intentionally switching off lights or power sources for tools or equipment in shops, corridors or in any other part of the school facility
- 7-4 Possession of firecrackers, sparklers, or other such devices
- 7-5 Detonating firecrackers, stink bombs or other such devices
- 7-6 Possession and/or use of disruptive devices: pagers, cell phones, CD players, signal devices, laser pointers, squirt guns, water balloons, etc.
- 7-7 Gambling, and/or possession of gambling apparatus

- 8-1 Possession of a firearm
- 8-2 Possession of a weapon [other than a firearm]

- 9-1 Fighting
- 9-2 Assault and Battery
- 9-3 Assault and Battery against a school employee or volunteer staff member
- 9-4 Malicious physical abuse or assault
- 9-5 Physical abuse of others, fighting or disorderly conduct when expressly related to religion, race, ethnicity, sexual orientation, or gender
- 9-6 Hazing
- 9-7 Use of derogatory language referring to religion, race, ethnicity, sexual orientation, or gender
- 9-8 Hate Crime
- 9-9 Sexual Harassment
- 9-10 Harassment
- 9-11 Bomb threats, threatening notes, or threats to another person

- 10-1 Failure to serve a detention or to arrange for an approved deferral
- 10-2 Failure to wear a seatbelt

Section 2 Part A Subsection 2 Suspensions

Suspension from School [Regular Policies]

1. Student conduct which may result in suspension from school is described in this section of the Student Handbook.
2. A student may be suspended from school by an administrator, or designee.
3. Under most circumstances, a student may not be excluded from school for more than five (5) school days for each suspension.
4. On the basis of an emergency, critical situation, or repeated misconduct, a student may be excluded for a period of up to ten (10) school days.
5. A student must be told of the reasons for his or her suspension. That student must be allowed to speak on his or her own behalf.
6. In an emergency situation or in the case of unauthorized absence, the student may be informed of the suspension through contact with a parent.
7. In the event of a suspension, an attempt will be made to contact a parent directly before the suspension is implemented. If a parent is not contacted directly, the parent will be informed through available means.
8. Under most circumstances, a student when suspended will not be removed from the building until a parent or guardian is informed. If, however, a student behaves in a disruptive manner after the imposition of a suspension from school, the student may be immediately removed from the building and grounds.
9. In most instances, a student will be given notice of the charges and an opportunity to respond prior to the suspension. However, where prior opportunity is not feasible, as where the student's presence endangers personnel or property or threatens disruption of the academic process, the notice and opportunity to respond will follow as soon as practicable.
10. Formal notification of suspension to parents by letter will follow each suspension.
11. While on suspension a student **may not** be present anywhere on school grounds. Failure to abide by this rule may result in police actions, i.e. trespassing.
12. For the term of suspension a student **may not** participate in any school-sponsored or school-related event or activity during or after school, or at any other time.
13. A readmission conference will be scheduled prior to readmission, which shall include the student.
14. Suspended students are entitled to after school make-up classes during the teacher's regularly scheduled make-up time only.

Suspension for 10 Days or Longer

A suspension that is longer than [9] nine days or expulsion requires more formal procedures than short-term suspension. The procedural rights for students facing long-term suspension or expulsion include:

1. Written notice of the charges;
2. The right to be represented by a lawyer or advocate [at the student's expense];
3. Adequate time to prepare for the hearing;
4. The right to present witness and cross-examine witnesses presented by the school district;
5. A reasonably prompt, written decision including specific grounds for the decision. The school district will record, by tape or other appropriate means, a hearing which may result in a long-term suspension or expulsion, and a copy of such will be made available to the student upon request. Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings. Hearings to consider expulsion for the offenses listed in Massachusetts General Laws Chapter 71, section 37H, will be conducted by the Principal.

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 [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 the section.

When a student is expelled under the provision of this section, no school or school district within the Commonwealth shall be required to admit such student or provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Suspension of Special Needs Students

Federal and state law provides certain procedural rights and protections regarding the suspension of Special Needs students. All students are notified through the student handbook (code of conduct) of the rules and procedural safeguards such as the opportunity for hearing (per *Goss vs. Lopez*). Any special needs student may be suspended up to 10 days in any school year without implementation of procedures below. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to receive a free and appropriate education. When suspensions exceed 10 cumulative days the following procedures apply:

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes
 - a. To develop or review a functional behavioral assessment of the student's behavior, to modify a behavior intervention plan or develop an assessment plan.
 - b. To identify appropriate alternative educational setting(s); and
 - c. To determine the relationship between the disability and the behavior – a “manifestation decision” (Is IEP appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?)
3. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without special needs, except that the district must still offer an appropriate education program to the student with special needs which may be in some other setting.

4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days.
 - a. If the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function;
 - b. If the district provides evidence that the student is “substantially likely” to injure him/herself or other and a hearing officer orders the alternative placement; and
 - c. The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If the Team determines that the behavior IS a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan.
6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.

Students on 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a federal statute that prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation. Please contact the School Department Central Office at (978) 374-5740 for more information on the discipline of students on 504 plans.

Section 2 Part A Subsection 3 Tobacco Use Policy

In accordance with M.G.L. Chapter 71, § 37H, individuals are not permitted to smoke or use tobacco products in school buildings, on school buses, on school grounds, or at any school-related activity. Students, staff, and visitors who violate this policy are subject to disciplinary action including sanctions.

All off-campus activities to which students are invited as participants, honorees, or beneficiaries shall be conducted consistent with this no tobacco use policy.

Section 2 Part A Subsection 4 Drug and Alcohol Policy

The purchasing, selling, distributing, consumption of, or possession of any alcoholic beverages or any controlled substances or related paraphernalia is prohibited on school property or at school-sponsored or school-related events.

Further, a student may be barred from any school-sponsored or school-related event if he or she has been drinking alcoholic beverages prior to attendance at or participation in said event. School principal(s) will respond to such violations as prescribed by law.

Section 2 Part A Subsection 5 Rules of Dress

It is expected that all Haverhill students will be dressed appropriately while in school. Clothing, footwear and hair should be neat and clean and conform to acceptable health and safety standards.

Students are not permitted to dress in any manner that is distracting to teaching or learning, to other students or disrupting to the educational process or environment of the school. Clothing that is considered to be distracting includes but may not be limited to the following:

- Extremely short skirts or shorts rising more than 7" above the knee.
- Shirts or blouses baring midriffs.
- See-through clothing.
- Halters or tank tops with less than 1" straps, tube-tops, or blouses with excessively low-cut tops.
- Low rider pants and pants that do not cover underwear.
- Clothing or jewelry that advertises or promotes products or activities that are illegal.
- Clothing containing inappropriate or suggestive language or pictures.
- Clothing that identifies students as members of a gang or in imitation of gang paraphernalia will not be permitted. This includes but is not limited to bandanas, pins, insignias, colors, jewelry, emblems, wave caps, etc.
- Studded accessories such as belt buckles, studded bracelets, chains, etc. are not permitted.
- Any other dress that distracts, disrupts, intimidates or provokes can be deemed inappropriate by the Principal, Associate Principal, or Assistant Principals.

Students who do not comply with the dress code must arrange for their own transportation home to make necessary changes in clothing. Modifications to this policy may be announced by the Principal when extenuating circumstances deem it necessary.

The Principal and Assistant Principal have the final decision in making the determination that there has been a violation of the dress code policy. In the event that the Principal is unavailable, the Assistant Principal has the full authority to make the final determination on whether a student's clothing is in violation of the dress code policy.

Section 2 Part A Subsection 6 Field Trip Policy

Definitions:

1. During the school day: Trips that take place on a school day and last no longer than one day.
2. Extra-curricular: All trips except school day trips. For example, trips during vacations or the summer, or multiple days.

Purpose and Planning: Field trips should be directly related to the curriculum and appropriate to grade level. As such, they can serve as a valuable means to learn through experience and to increase motivation for learning.

Permission slips signed by a parent/guardian must be obtained ten days in advance and all health and/or safety considerations must be made known by sponsors to chaperones. Notices to the home about the trip should be included with the permission slips. Said notices shall include rules of behavior, information about the place to be visited, and the purpose as well as anticipated outcomes of the visit.

In planning the trip, time in travel should be kept to a minimum, particularly if similar activities can be found locally. If return time is late in the day or evening, a special notice shall be given to parents on the permission slip.

Field trips that occur over more than one school day, or are conducted during vacation and the summer, are considered to be extra-curricular in nature. Students who elect not to attend these trips will be provided learning opportunities that approximate those occurring on the trip.

Cost of Field Trips: No student should be denied the opportunity to attend field trips conducted during the school day because of the inability to pay.

Medical and other considerations for School Day Trips: If a student requires medications during the planned timeframe for a school day field trip, staff may be requested, but not required, to administer said medications. If the staff is unwilling to administer medication, then the school may ask for parent

participation in the field day to assist with administering medications. If the parent does not attend the event and staff is unwilling or unable to administer medication, the school shall provide qualified medical assistance to accompany the student. The principal or superintendent may request a certification from a doctor to verify that a student is able to participate in a field trip. The school district is not able to provide medical support or personnel on extra curricular trips.

Student Discipline: A student whose behavior does not meet reasonable standards during the school year and up to the date of the trip will not be permitted to participate. Student discipline as outlined in the school handbook or regulations will apply to students on official school field trips, regardless of the location of the trip.

If behavior difficulties are included in an IEP, then exclusion from field trips due to those behaviors must be discussed in an IEP or similar meeting. In the instance that a special needs student is considered for elimination from a field trip, the parent will be invited to participate in the meeting at which a final decision is made.

Parents are to be notified that the student is not able to attend a field trip. Provision must be made for in-school instruction to said students as well as to students who choose not to attend or who failed to return permission slips. The principal (or designee) shall be responsible for making appropriate arrangements. Students whose behavior improves prior to the date of the field trip may have the eligibility reinstated at the sole discretion of the principal. Grades and academic performance may not be used as criteria for exclusion from field trips. Students excluded from field trips shall be listed on the field trip request form.

Supervision and Chaperones: All chaperones must have a completed CORI in accordance with the requirements for becoming a volunteer. There shall be at least one chaperone for every ten (10) students to go on a field trip. Chaperones are to be at least twenty-one years of age and not accompanied by young family members requiring substantial supervision. The chaperone's full attention should be given to the students participating in the trip. There must be at least one professional staff member present for each classroom of students.

Using Privately Owned Vehicles (POVs): School district employees and parents may use their POV to transport students to a field trip provided that the principal approves, a copy of the insurance policy for the driver is provided to the principal who verifies the coverage meets minimum state standards, and the parents/guardians of the student agrees in writing to the transport arrangement.

Approval of Field Trips: Field trip approval forms shall be submitted to the Superintendent. A field trip will be required to have approval of the School Committee if it involves an overnight stay, is beyond a 120 mile radius of Haverhill or requires unconventional travel such as by air or on water.

Provisions for Approval: Schools or activities must obtain quotes from at least 3 competing companies for field trip coordination and transportation. The least expensive quote that meets trip specifications should be selected, unless there are documented, cogent reasons why the low bidder should not be accepted. Contracts with travel companies must include an escape clause that provides a rebate for monies expended before the trip in the case of an official travel warning for a specific travel area or an orange alert declaration.

Section 2 Part A Subsection 7

Internet Use Policy: Student Access To Networked Information Resources

Rationale: In a free and democratic society, access to information is a fundamental right of citizenship. The School Committee recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred, those changes may also alter instruction and student learning. The School Committee generally supports access by students and staff to rich information resources along with the development of appropriate skills to analyze and evaluate such resources.

Telecommunications, electronic information sources, and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened prior to use by committees of educators

and community members intent on subjecting all such materials to reasonable selection criteria. School Committee policy requires that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunication, because it may lead to any publicly available fileservers in the world, will open classrooms to electronic information resources which have not been screened by educators for use by students of various ages.

Philosophy: Network information resources are designed for research and/or education. Electronic research skills are now fundamental to preparation of citizens and future employees during an Information Age. The School Committee expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. This includes adherence to all copyright laws. Staff will consult the guidelines for instructional materials contained in School Committee policy and will comply with the goals for selection of instructional materials contained therein.

Statement of Policy: Students are responsible for proper behavior on school computer networks just as they are in a classroom or a school hallway. Communications on computer networks are often public in nature. General school rules for behavior and communications apply. Network access is provided for students and staff to conduct research and to communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner. It is the policy of the Haverhill Public School System to maintain an environment that promotes ethical and responsible conduct in all network activities by staff and students. It shall therefore be a violation of this policy for any employee or student to engage in any computer activity that does not conform to the established purpose and general rules and policies of the Haverhill Public School System.

Electronic mail (e-mail) is a key component of our digital infrastructure. The policy regarding its use by our employees and students is intended to make both internal and external electronic communications consistent with public law and recent court decisions. Users should be advised of the following:

- E-mail is a public document. Students should have no expectations of complete privacy. E-mail is the property of the Haverhill Public School System, and can be retrieved via Freedom of Information Requests, legal discovery, and by school district management, or the System Administrator(s).
- Haverhill Public School System utilizes software that makes it possible to identify and block access to internet sites containing sexually explicit or other material deemed inappropriate for minors.
- The Haverhill Public School System has the right to monitor and log any and all aspects of its computer system including, but not limited to, monitoring internet sites visited by users, monitoring file downloads, and all communications sent and received by users.

Summary: Access to telecommunications will enable students and staff to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The School Committee believes that the benefits to students and staff from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, The Haverhill Public School System supports and respects each family's right to decide whether or not to grant permission for supervised access. The School Committee authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Student Responsibilities: Students are not to reveal their own or other's personal home address or home phone numbers. You must notify your parent(s)/guardian(s), teacher, and school administrator immediately if any individual is trying to contact you for illicit or suspicious activities. Learn proper codes of conduct in electronic communication. In news groups, giving out personal information is inappropriate. When using e-mail extreme caution must always be taken in revealing any information of a personal nature. Giving out personal information about another person, including home address or phone number, is strictly prohibited.

Student Guidelines:

- No student will be allowed to access/use any on-line service, the internet, or e-mail system unless a parent/guardian permission slip is on file.
- No student will access/use any on-line service, the internet or e-mail system unless they are under teacher supervision.
- All use of a school's local area network, internet connection, or e-mail system must be in support of education and research and consistent with the purposes of Haverhill Public Schools.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited on the LAN/internet.
- Malicious use of the LAN/internet to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Use of the LAN/internet to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited.
- LAN/internet accounts are to be used only by the authorized owner of the account for the authorized purpose.
- Students are given internet access to assist them in their learning. Students should have no expectation of privacy in anything they create, store, send or receive using Haverhill Public School's computer equipment.
- Any use of the LAN/internet for commercial or for-profit purposes is prohibited.
- Use of the LAN/internet for personal and private business is prohibited.
- Any use of the LAN/internet for product advertisement or political lobbying is prohibited.
- The illegal installation of copyrighted software for use on Haverhill Public School computers is prohibited.
- Making copies of copyrighted software is prohibited.
- Use of the LAN/internet for the direct purchase and/or sale of any physical item or service is prohibited.
- Access to the internet will only be allowed via School District Accounts, unless special permission is given.
- No students will be given access to internet or on-line services passwords.
- Each school will incorporate the user guidelines into their respective discipline codes.
- The Haverhill Public Schools' Technology Director will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
- All student email, chats, and threaded discussions will take place within the Department of Elementary & Secondary Education's Virtual Education Space (VES) in order to protect and monitor student use.

Section 2 Part A Subsection 8 Pagers, Signal Devices, and Cell Phones

Pagers, signal devices, and cell phones and all such signal devices are to be shut off and out of sight in school. The use of text messaging or the camera feature on cell phones is prohibited and shall result in confiscation and disciplinary action. The use of these features could be considered cheating or harassment and appropriate disciplinary action shall be assessed. Parents will be contacted and shall be requested to pick up the device. The school is not responsible for the loss or theft of such equipment. Staff shall confiscate items found in violation, turn items into administration and they will be returned to a parent/guardian of the student at a later date. Laser pointers are prohibited at all times. Misuse of electronic devices shall result in serious disciplinary consequences.

Section 2 Part A Subsection 9 Busing Policies and Procedures

It is our goal to have every child transported safely and efficiently to and from school. Riding a bus is a privilege and the expectation is that youngsters will follow basic guidelines of good conduct when at a bus stop or while being transported. Children are to be cooperative. They are to use appropriate language and are to treat the driver and other passengers with respect. They must remain seated at all times. Any unsafe or uncooperative behavior will be reported to our school administration and parents will be contacted. Disciplinary action will be taken regarding infractions. Discipline may take the form of a warning, or in some cases, removal from transportation for one day to denial of transportation for the entire year. Students are to report infractions to the driver and are to work with the driver to make each bus a safe place for students.

Section 2 Part A Subsection 10 Weapons

All weapons including, but not limited to, knives and guns are banned from school, school grounds, and school-sponsored events. Sharp objects of any kind are totally banned without exception. Items that can be used as weapons, including but not limited to, chains, wallet chains, spiked jewelry or leathers or similar items, are not permitted in school.

Section 2 Part B: Attendance

Section 2 Part B Subsection 1 Policy

Several of the most important life skills that a school district can help develop in students are those of dependability (good attendance to school and classes); punctuality (being on time and meeting schedules); and responsibility (knowing school rules and observing them).

National research indicates elementary students who miss over 10% of the school year have lower academic performance and are at high risk of being drop outs later in life. Based on that knowledge, Haverhill Public Schools is strengthening its enforcement of the Massachusetts General Law Chapter 76 Section 2 and Chapter 119 Section 21, and Haverhill School Committee Policy JHA, regarding school attendance. These regulations and policies require students to attend school on a daily basis and for parents to provide written notice as to any day they are absent.

Schools will be monitoring student absenteeism at all schools to reduce chronic absenteeism and improve school attendance. We will be working collaboratively to recognize students who are not attending school consistently and to identify services to assist these students and their families. To accomplish this goal we will be arranging meetings with parents upon a student's fifth absence in a quarter. At these meetings parents and students will be given the opportunity to discuss the reasons for the absenteeism and if possible assistance will be offered through the school and outside agencies to resolve the issues.

Only absence, tardiness or dismissals due to.....

1. Student illness or medical condition
2. Death in the family
3. Religious holidays
4. Court appearance/subpoena
5. Out of school suspensions
6. Legitimate family emergency

.....with documentation shall be considered excused. Examples of unexcused absence and/or tardiness include caring for siblings, oversleeping, missed bus, car problems and restrictions from field trips. Family trips or vacations scheduled when school is in session are considered unexcused absences by state law. Whenever possible, doctors and other personal appointments should be scheduled after school.

**Section 2 Part B Subsection 2
Tardiness**

Students arriving to school after the designated report time for homeroom are considered tardy and should report to the attendance secretary to get an admittance slip. According to the Tardy/Dismissal Chart appended to this document at the end of Section 2, Part B, Subsection 2, students who arrive to school after mid-day will be marked absent for the day. If a student arrives late to school, they must bring with them a signed note from their parent or guardian explaining the reason for the student’s tardiness. Failure to bring in a note will classify that tardy as unexcused. If a student accumulates five unexcused incidents of tardiness, the student may receive a detention for every subsequent day they are late without a note. Chronic tardiness may result in the student being placed on restriction. Parents may be contacted by the administration and/or the attendance counselor. When necessary, chronic absences/tardiness will be reported to the Juvenile Court and/or the Department of Social Services as stipulated by law.

**Section 2 Part B Subsection 3
Dismissal**

Students seeking dismissal from school before the end of a regular school day must bring a parent/guardian note to the office at the beginning of the school day requesting dismissal. The note should include the date and time of the dismissal, the reason for the dismissal, and the signature of a parent or guardian. Prior to the dismissal, the parent / guardian/designee will be required to sign the student out of school at the main office. Students will not be dismissed to anyone other than a parent/guardian or designee without specific written instruction and/or a verbal confirmation by telephone. Students will not be dismissed to a minor. Students dismissed prior to mid day, as defined in the following Dismissal Chart, shall be marked absent/dismissed for the day. **Students may not arrange for their own dismissal.**

Schools	Report Time	Mid-Day time	Dismissal Time
Middle Schools, Bradford Elem.	8:30 a.m.	11:38 a.m.	2:45 p.m.
Primary Schools, Golden Hill, Silver Hill, Pentucket Lake	9:00 a.m.	12:08 p.m.	3:15 p.m.

**Section 2 Part B Subsection 4
Absence**

Upon return to school due to an absence a child is required to present a written note to his/her homeroom teacher. The note should include the date(s) of the absence, the reason for the absence and the signature of a parent or guardian. If a note is not delivered to school within two days of the absence, the student will receive a detention and the parent will be called. If a student is absent five or more consecutive days, a doctor’s note may be presented upon return for readmission.

It will be the responsibility of the student to gather and make up all work when they return to school. Time allowed to make up work will be equal to days absent for full credit. Students absent from school will not be allowed to participate in extra-curricular activities on that day, except with the permission of the administration for exceptional circumstances.

**Section 2 Part B Subsection 5
Truancy**

Truancy, or absence from school without permission, may result in after school detentions or suspension from school. Chronic offenders will be referred to the attendance department. Students with chronic

absenteeism may receive in school restrictions, possibly fail to be promoted, and in some instances may be referred to the Juvenile Court or the Department of Social Services.

The Haverhill Public Schools seeks to promote good school attendance. The district employs a Supervisor of Attendance and a Middle School Attendance Counselor to encourage regular compliance with state statute and to offer assistance to students and parents in matters regarding school attendance. Concerned individuals may contact the Supervisor of Attendance and/or the Middle School Attendance Counselor at (978)-374-5700 ext 1118.

Section 2 Part B Subsection 6 School Arrival and Departure

Students should not be in the building more than five minutes before homeroom begins, unless a teacher or a staff member has granted permission. After arriving on school grounds, students are not to leave unless a staff member has given permission. Students are required to leave school grounds promptly following dismissal. No student shall be in the building or on school property for more than fifteen minutes after the close of school without permission.

Section 2 Part C: Civil Rights Policies

Section 2 Part C Subsection 1 Nondiscrimination

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1973, and Chapter 622 of the Acts of 1971 the school system has designated school officials as coordinators to publicize anti-discrimination requirements and handle all complaints.

The coordinator/grievance officer is:

Mary E. Malone, Assistant Superintendent
Haverhill Public Schools
4 Summer Street
Haverhill, Massachusetts 01830
(978) 374-5740

Section 2 Part C Subsection 2 Bullying and Harassment Policies

I. PROHIBITION AGAINST BULLYING AND RETALIATION

Haverhill Public Schools strives to create a safe and respectful learning atmosphere for not only its students but also the faculty and community. Therefore, we, in accord with The Massachusetts Bullying Prevention and Intervention Law, will not tolerate unlawful, disruptive behavior or any form of bullying. HPS believes that the target's sense of safety and security is necessary for learning and productivity, and therefore all reports and complaints will be addressed with prompt action. This pledge toward action and respect is supported by our school community, our curricula and extracurricular programs, staff development and procedures, and parent or community involvement.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combinations thereof, directed at a target that

- a) Causes physical or emotional harm to the target or damages the target's property
- b) Places the target in reasonable fear of harm or damage to his property
- c) Creates a hostile environment at school for the target
- d) Infringes on the rights of the target at school
- e) Materially and substantially disrupts the education process or orderly operation of a school

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include

- a) The creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.
- b) The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e) inclusive, of the definition of bullying.

Furthermore, Haverhill Public Schools will act against all forms of retaliation, which is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Every student, parent, and employee of the school district must recognize the acts of bullying, cyber-bullying, and retaliation. Any student who believes that he has been a target of such should report it immediately to a teacher, principal, or member of the school community whom he/she trusts. Likewise, students and members of the school staff who witness or become knowledgeable about bullying, cyber-bullying, or retaliation should immediately report it as well.

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or assistant principal. This reporting may be done by telephone, face-to-face, by email, in writing, or anonymously. The full policy can be found on the home page of our district website, www.haverhill-ps.org.

The Haverhill Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Haverhill Public School system 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.

Definition of Harassment

In General: Harassment includes insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, or disability.

What one person may consider acceptable behavior may be reasonably viewed as harassment by another person. Therefore, individuals should consider how their words or actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. Under Massachusetts General Law Chapter 151C, the term “sexual harassment” includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of employment, provision of benefits, privileges or placement services, or the basis for evaluation of academic achievement.
- The individual’s response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting that person.
- Such conduct interferes with an individual’s job duties, education, or participation in extra-curricular activities.
- Conduct creates an intimidating, hostile or sexually offensive work or educational environment.

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 Haverhill 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.

Investigation

If any individual or his/her representative, complains that he/she has been harassed (or who has witnessed or learned and reported an incident of harassment) in the educational environment, appropriate school officials will investigate the facts and circumstances as reported. In assessing such reports school officials will be careful to consider the viewpoint of the complainant, or reporter, especially in cases involving small children. The complainant will be informed of the grievance procedure.

School officials will promptly look into each complaint of harassment. Such inquiries will be handled at the lowest possible level, most ordinarily at the building level. Central Office staff routinely will serve only in an appellate capacity. If a determination is made that harassment has occurred, school officials will take any appropriate aforementioned action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained consistent with the school system’s obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse by a “caretaker” (e.g. by a school staff member) and under Massachusetts General Law Chapter 119, section 51A, school administrators, teachers, and other school staff must report the suspected child abuse to the Department of Social Services.

The state agency responsible for enforcing laws prohibiting harassment is the Massachusetts Commission Against Discrimination [“MCAD”], which is located One Ashburton Place, Boston, Massachusetts. The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at One Congress Street, Boston, Massachusetts.

Where To File A Complaint

Any student who believes that the Haverhill Public Schools has discriminated against or harassed her/him because of her/his race, color, religion, national origin, sexual orientation, or disability, in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Building Principal and/or the Assistant Superintendent. These individuals are hereinafter referred to as “Grievance Administrators”.

Mary E. Malone, Assistant Superintendent
Haverhill Public Schools
4 Summer Street, Haverhill, MA. 01830
(978) 374-5740

Complaints Of Discrimination Based Upon Disability

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Elementary & Secondary Education's Parents' Rights Brochure rather than this grievance procedure.

A copy of the brochure is available from the following individual:

Mr. Maurice Covino, Director of Special Education
Parent Resource & Registration Center at Burnham
45 Fountain Street, Haverhill, MA 01830
(978) 374-3435

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use the grievance procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this grievance procedure.

Contents of Complaints and Timelines for Filing

Complaints under this grievance procedure must be filed within twenty (20) school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

- The name, school, and grade level (or address and telephone number if not a student or employee) of the grievant.
- The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment.
- The date(s), time, and location of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witness), as can be reasonably determined.
- A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom she/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of the receiving of the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10)

school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the Haverhill Public Schools involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action. Unless it directly involves the complainant (i.e., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment.)

Any disciplinary action imposed upon an individual is subject to applicable procedural requirements.

All the timelines indicated above will be implemented as specified unless the nature of the investigation or exigent circumstances prevent such implementation, in which case the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witness will be maintained, to the extent consistent with the Haverhill Public Schools’ obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under the grievance procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Superintendent within fifteen (15) school days of receipt of the disposition by the Grievance Administrator, as listed below:

James F. Scully, Superintendent of Schools
Haverhill Public Schools
4 Summer Street, Haverhill, MA 01830
(978) 374-3400

The Superintendent will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Section 2 Part C Subsection 3 Physical Restraint Policy

603 CMR 46.00 was promulgated by the Board of Education to govern the use of physical restraint on students in publicly funded elementary and secondary school programs. The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution and for the following reasons:

- To protect a student and/or a member of the school community from imminent, serious, physical harm; and
- To prevent a student from harming him or herself.

The use of physical restraint is prohibited as a means of punishment; or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or directive, or verbal threats that do not constitute a threat of imminent, serious or physical harm.

In accordance with 603 CMR 46.00, restraint is defined as follows:

1. Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.
4. Restraint – Other: Limiting the physical freedom of an individual student by mechanical means or seclusion in a limited space or location, or temporarily controlling the behavior of a student by chemical means. The use of chemical or mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian. The use of seclusion restraint is prohibited in public education programs.

603 CMR 46.03 requires that public education programs develop written procedures regarding appropriate responses to student behavior that may require immediate attention. Such procedures are annually reviewed and provided to school staff and parents. Such procedures include methods for preventing student violence, self-injurious behavior and suicide. It further requires that school policy be established that explains the program's method of restraint, a description of the training requirements, reporting requirements and follow-up procedures, and a procedure for receiving and investigating complaints regarding restraint practices.

To ensure procedural compliance with 603 CMR 46.03, the Haverhill School Committee commits to the following:

- *Required training for all staff.* Each principal or supervisor shall provide training regarding the school's restraint policy within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Such training shall include information on the following: restraint policy, intervention, types of restraint, administration of restraint, and identification of program staff certified to administer restraint.
- *In-depth staff training in the use of physical restraint.* Each principal or supervisor shall annually identify program staff that serve as authorized school-wide resources for proper administration of physical restraint. These individuals are trained and certified in Crisis Prevention Intervention (C.P.I.) which includes appropriate procedures for preventing the need for physical restraint, description and identification of dangerous behaviors, instruction regarding documentation and reporting, and demonstrated proficiency with prevention techniques.
- *Advisement of right of referral to law enforcement agencies.* Nothing in the regulations prohibits any individual from reporting to appropriate authorities a crime committed by a student; law enforcement authorities from detaining a student or other person alleged to have committed a crime or posing a risk; or an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, §51A to report neglect or abuse of a child to the appropriate state agency.
- *Proper administration of restraint.* Only school personnel who have received training shall administer physical restraint on students. If possible, the administration of restraint should be witnessed by at least one adult not participating in the restraint. However, the training requirements shall not preclude an employee or agent of a public education program from using reasonable force to protect students, other students, or themselves from assault or imminent, serious, physical harm. Administering physical restraint shall be restricted to only the amount of force necessary to protect the student or others from physical harm or injury. The person administering the restraint is to use the safest method available and appropriate as learned through in-depth training. The use of physical restraint should cease as soon as possible. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered an "extended restraint" for purposes of reporting requirements in 603 CMR 46.06.

- *Safety requirements.* No restraint shall be administered so as to prevent the student's breathing or speaking. Restraint shall be administered in such a way so as to prevent or minimize physical harm. Program staff should review and consider any medical or psychological limitations that the student may have. All incidents of restraint must be debriefed to include restraint staff, student, and witnesses.
- *Reporting Requirements.* Program staff must report the use of physical restraint after administration of a physical restraint that results in any injury to a student or staff member, or any physical restraint of duration longer than five (5) minutes. The program staff member administering the restraint must verbally inform their supervisor of the restraint as soon as possible, and by written report no later than the next school working day. The report shall be provided to the principal or supervisor who will maintain a record of such incidents, and shall be made available for review by the Department of Elementary & Secondary Education upon request. Upon notification of a restraint, the principal or supervisor shall notify parents verbally as soon as possible and by written report postmarked no later than three (3) school working days following the use of restraint. The contents of the report are prescribed in 603 CMR 46.06. When a restraint has resulted in a serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the written report to the Department of Elementary & Secondary Education within five (5) school working days of the administration of the restraint. The program shall also provide the Department of Elementary & Secondary Education with a record of physical restraints maintained by the program administrator for the thirty (30) day period prior to the date of the reported restraint.
- *Special Circumstances - Students with Disabilities.* Restraint administered to a student with a disability pursuant to an IEP or other written plan developed in accordance with state and federal law to which the public education program and the student's parent have agreed shall be deemed to meet the requirements set forth in 603 CMR 46.02 (except the limitations on chemical, mechanical, and seclusion restraint), the training requirements set forth in 603 CMR 46.03, and the reporting requirements set forth in 603 CMR 46.06 shall apply.

**Section 2 Part C Subsection 4
Student Concerns, Grievances and Complaints**

The School Committee expects students to refer problems, requests, or grievances directly to a classroom teacher, guidance counselor, conflict mediator, principal/designee, or to a student council representative depending on the issue.

**Section 2 Part C Subsection 5
Child Abuse**

All staff are aware of the signs of child abuse and neglect, and the principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §371.

**Section 2 Part C Subsection 6
Homeless**

The federal McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or guardians intending to register students who are homeless should be aware of the following guidelines:

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;

- Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found;
- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
- If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;
- A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;
- A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Lorna Marchant, Coordinator for the Homeless, at 978-374-5700 ext 1118 or on the following website: <http://www.doe.mass.edu/hssss/program/homeless.html>.

Section 2 Part D: Student Recordkeeping

Section 2 Part D Subsection 1 Registration and Enrollment

Student registration for Kindergarten through Grade 12 is conducted year round at the Burnham School, 45 Fountain Street, Haverhill; Monday through Friday from 8:00 a.m. – 1:00 p.m. Parents must bring the following documents with them to complete the registration: (1) Child's birth certificate; (2) Proof of lead screening; (3) Proof of immunization (see School Immunization Law below); (4) Proof of residency [i.e., Driver's License, mortgage payment, rental agreement or utility bill]; (5) Proof of child's most recent physical examination, if available; (6) Proof of student withdrawal from previous school; and (7) Copy of student IEP or 504 if student needs special services.

Registration Requirements for Grade 1: A child is required to attend school in September if he or she becomes six years old by August 31. Note: Haverhill Public School Kindergarten students are automatically registered for first grade.

Registration Requirements for Kindergarten: Your child must be 5 years of age before August 31st before he or she is eligible to enter kindergarten. Kindergarten students will participate in a screening process at the beginning of the school year to identify any special needs that the child may have and/or to provide the student with special help if needed.

Registration Requirements for Pre-school:

A limited number of slots are available for children who will be three or four years old by August 31. Application to Pre-School is by interview. Appointments for interviews are made beginning in March. Interviews take place in March and April. Call the Early Childhood Office, (978) 374-3484 to arrange an interview. Having an interview does not guarantee acceptance since there are many more interviews than openings. Parents will be notified of acceptance into the program in May and will formally register at that time. After all appointments have been filled, applications are accepted on a waiting list.

Section 2 Part D Subsection 2 Insurance Forms

The School Committee has adopted the policy that student accident insurance may be made available to all students whose parents wish to pay the premium. The policy normally covers injuries suffered by insured children while attending school or going to and from school (one hour before and after school). A policy for round-the-clock coverage may also be purchased at a higher premium. Since this is limited insurance, parents should read carefully and save the descriptive folders furnished to each family during the first full week of school in September when all policies are renewed. Accident claim forms are supplied by the principal's office. The insurance company will process claims.

Section 2 Part D Subsection 3 Health Examinations, Immunization and Medication

Health Examinations

Parents are urged to encourage performance of the physical examination by their family physician. Physical examinations on all students entering the school system for the first time (kindergarten, first grade, and /or students who are transferred without adequate medical records) must be performed. A request from a student's school nurse for a physical examination may be sent to the parent for the following reasons: (1) Frequent absenteeism due to unexplained illness; (2) Signs of illness; (3) Failure to make progress in school. (4) Sub-normal development in any of the student's growth.

Students participating in competitive sports should have a periodic health screening.

The following are ongoing programs: Vision and hearing screening yearly, height and weight checked and graphed yearly, blood pressure screening grades 9 & 12, and postural screening grades 5-9.

Immunization

The School Immunization Law is specific and requires one or more certificates from a physician (or parents in case of religious exemption) that children have been successfully immunized (or exempted for health reasons) against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps, and rubella. The term "successfully immunized" means immunized against these diseases with the vaccine in accordance with the recommended age-appropriate immunization schedule published by the Department of Public Health or a disease specific diagnosis by a physician. Children entering Kindergarten must also have evidence of lead screening. A physician's certificate is the only acceptable evidence of immunization of disease. School children with a physician's certificate on file with their school health record must be evaluated by a physician (private, clinic, school, neighborhood health center, etc.) to determine immunization status. If no immunization status can be determined, the child will be considered not immunized. Certificates provided by physicians must contain, at a minimum, the month, year, and type of immunization.

For entrance into Kindergarten the following immunizations are required: 3 doses of Hepatitis B vaccine (for all children born on or after January 1, 1992), 5 doses of DTP, 4 doses of polio, 2 doses of measles, mumps and rubella, 2 doses of varicella or proof of disease. For Grades 7-12, the required vaccines are: 4 doses of DTP or 3 doses of Td, 3 doses of polio, 3 doses of rubella and 1 TdAP booster (given in Grade 7). No child will be admitted without proper immunization.

Medication

Policy: The Haverhill School Committee, in consultation with the Haverhill Board of Health approves the following policies governing administration of medication in the schools under its jurisdiction. It is the intent to provide essential medication necessary during the school day in order for the student to attend school or benefit from the educational program. Medications considered essential for students to receive in school are for the management of seizures, disruptive or inattentive behavior, asthmatic or allergic reactions, diabetes and other chronic health and mental health conditions. On early dismissal days, daily medications are to be given at home. School personnel are to refer all requests for medication administration to the school nurse. The school nurse is not required to accept the responsibility of dispensing any medication to a child. Medications that need to be administered during the day will be given mid-day, 11am – 1 pm, with the exception of "as needed" asthma, diabetic or seizure medication. Requests to give medications outside of midday hours will be reviewed case by case. Medications can be administered 30 minutes before, to 30 minutes after the prescribed time.

Medications that are given three times or twice a day are not administered in school. These medications can be administered at home before school, after school and at bedtime. Narcotic medications required for pain control will not be administered in the school setting. If a student requires these medications they should not be in school.

Procedure: In order for the nurse to dispense medication to a child during school hours, the following applies:

- Obtain a written, signed, and dated request from the parent, including all prescribed as well as over the counter (OTC) medications.
- Obtain a written, signed, and dated request with instructions for dispensing the medications from the child's physician. No prescribed medications will be given without these.
- All medicines must be delivered to the school by a parent or responsible adult. Students are not permitted to convey medications.
- The school nurse should have knowledge of any child who is receiving prescribed medications during the school hours.
- Medications must be kept in a locked area in the health or administration office.
- All medications must be in a properly labeled pharmacy container. A separate, properly labeled pharmacy container with dosage necessary for a field trip must be delivered to the school nurse by parent or guardian prior to each field trip.
- All medications must be picked up (from Health Office) on the last day of school by a parent or responsible adult or they will be destroyed. Medications cannot be held over the summer.

If parents have further questions or concerns they may contact the school nurse.

Section 2 Part D Subsection 4 Care of Student Exhibiting Mental Health Issues

It is the policy of the School Health Services to maintain a safe and secure environment for all students and staff in the school setting.

Any student exhibiting one or more of the following will be referred to the Health and Educational Services (HES) for a Crisis Evaluation.

- Expression of suicidal ideation
- Expression of homicidal ideation
- Self injurious/mutilating behavior
- Injurious behavior/actions towards others
- Harmful threats to others
- Violent behavior
- Out of control behavior
- Visual or auditory hallucinations

The parents/guardians of the student in crisis will be notified by the building administrator of the situation in progress. The parents/guardians are then requested to immediately (within one hour, providing the student is stable and in no imminent danger to himself or others) meet at the school to discuss the issues; followed by the student having an immediate crisis evaluation by a mental health worker. In the event that the parents/guardians cannot be reached, the student will be taken by ambulance, accompanied by a staff member, to the Merrimack Valley Hospital Emergency Department for evaluation by the crisis team.

If after meeting with parents/guardians, they are unwilling to have a crisis evaluation for the student, the Department of Children and Families (D.C.F.) is contacted and a 51A is filed. A written memo to the parent reiterating concerns, the presenting issues that led to the determination and a request for crisis evaluation must also be done. Copies of these documents are forwarded to D.C.F. and the Superintendent of Schools.

Should it be determined that the student is an immediate threat to self or to others by the building counselor, school psychologist, nurse, teacher, assistant principal or principal, 911 will be called and the student will be transferred to the Merrimack Valley Hospital Emergency Department accompanied by school personnel. The parents/guardians will be notified to meet the student at the hospital for a mental health crisis evaluation.

The parents/guardians will be asked to sign an “Authorization for Release of Student Records” form by the appropriate school staff in order to obtain a copy of the crisis evaluation prior to the student’s return to school. This will assist school staff in developing and implementing a plan for the student’s transition back to the school setting. Upon return to school, a note from the crisis center counselor stating “The student is safe to return to school” will be required for re-admission to school.

Once the immediate crisis situation is resolved the remainder of the student body and staff are addressed (debriefing) either through a student assembly or over the school intercom system. Those staff members involved in the situation will determine what will be said (brief statement) to the remainder of the building with respect to the involved student’s confidentiality. A student assembly is preferable as it allows students to express their feelings and have questions answered. Counselors are made available for any students needing additional support.

Upon return to school, the student and parent/guardian will meet with the building counselor, school nurse and principal to discuss the plan to keep the student safe. The student will continue to meet on a regular basis with the building counselor until the counselor feels comfortable releasing the student from their services. The parent/guardian and student must sign a “contract for safety” (developed by the school system psychological services) to this effect. The parents are requested to make the school system aware of arrangements that have been made for counseling outside the school building in order to have ongoing collaboration with all members of the student’s team.

Section 2 Part D Subsection 5 Student Education Records

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under MGL c. 71, §34D which directs that “the Board of Education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under MGL c. 71, §34F which directs that “the Board of Education shall adopt regulations relative to the retention, duplication, and storage of records under the control of School Committees, and except as otherwise required by law, may authorize the periodic destruction of any such records at reasonable times” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June, 1995. 603 CMR 23.00 is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

The Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

As parents or eligible students you have the right to inspect and review the student’s education records maintained by the school within 45 days of the day the school receives a request for access. Parents or eligible students should submit a written request to the building principal identifying the specific record(s) they wish to inspect. Principals will make notification of time and place for access. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. A fee may be charged for processing.

Parents or eligible students also have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still does not amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

A student record consists of the transcript and the temporary record, including all information, recording or computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such a student may be individually identified, and that is kept by the Haverhill Public Schools. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04. The temporary record consists of all the information in the student record which is not contained in the transcript. Such information is important to the educational process and may include standardized test results, class rank, extracurricular activities, and evaluations of the student by school staff. The temporary record is destroyed 7 years from the student's transfer, graduation or withdrawal from Haverhill Public Schools. You have the right to receive the temporary record if requested. Send written request to the Attendance Department, 137 Monument Street, Haverhill, MA 01830.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to the student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to state law.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Reasonable attempt to notify the parent or student of the records request will be provided.

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with certain provisions, provided access to the student's record is not limited or restricted as provided by 603 CMR 23.07(5)(a). The non-custodial parent must submit a written request for the student record to the school principal, who then notifies the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA may be filed with the Office for Family Compliance Policy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Section 2 Part D Subsection 6 **603 CMR 23.10: Notification**

The Haverhill Public Schools generally releases "directory information" relative to its students, as that term is defined under 603 CMR 23.07(4)(a). The following information is considered directory information which may be released to third parties without the prior consent of the eligible student or his/her parent: "a student name, address, telephone listing, date and birth place, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans."

In addition, school districts are required to provide military recruiters with the same access to secondary school students as provided to post-secondary institutions or to prospective employers. This provision includes students' names, addresses, and telephone listings.

However, before the school releases this information it must give public notice that it releases these types of information and it must inform parents and eligible students that they have the right to request that this information not be released without prior consent. Please consider this statement as such notice. If it is your desire to request that such directory information not be released without your prior consent please contact the building principal.

Section 2 Part D Subsection 7 Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C., § 1232h, requires the Haverhill Public Schools to notify you and obtain consent or allow you to opt out your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information survey”):

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

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

The Haverhill Public Schools will provide parents, within a reasonable period of time prior to the administration of the survey and activities, notification of the surveys and activities and provide an opportunity to opt their child out, as well as an opportunity to review the surveys. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to the student.

Parents who believe that their rights have been violated may file a complaint with the Office for Family Compliance Policy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Section 2 Part D Subsection 8 Student Photographs and Issues of Privacy

Individual schools may arrange, in cooperation with the school’s parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to: (1) Enhance the safety of students through visual identification in an emergency situation, (2) Facilitate the social, educational, and administrative activities conducted in the school, (3) Provide a service to parents and students, and (4) Allow any excess monies realized from the picture-taking program to be used by the sponsoring group as authorized by the building principal.

Section 2 Part E: Academic Policies

Section 2 Part E Subsection 1 Homework Policy

Homework is a necessary part of each pupil's educational program. Each student is expected to spend time in addition to scheduled class instruction to achieve satisfactory work. Some assignments are long range in nature and require planned student time for completion. Careful planning and a good homework routine eliminate the necessity of spending too much time completing an assignment the day before it is due. On the other hand, if there is no formal assignment, we encourage time to be designated for uninterrupted sustained silent reading.

Teachers will coordinate homework assignments with colleagues and students to ensure that there is an understanding of expectations and of the assignments. Teachers will communicate with parents regarding the expectations for homework. All students are encouraged to document daily assignments in a school agenda.

Students who have been absent from school for any reason are responsible for obtaining assigned work. Each school has an established procedure for communications regarding homework. Parents should contact the school's Main Office for the details of this procedure. In most cases, homework assignments can be communicated over the telephone or picked up after school. Some teachers maintain an internet web page where assignments and schedules are posted.

If your child has been absent or is doing poorly in a subject, it is your child's responsibility to make up the work he or she missed or to ask for help. An appropriate amount of time is allotted for students to make up their work. Teachers are also available after school to assist students in making up work. We suggest parents monitor missed assignments and communicate with the teacher.

Section 2 Part E Subsection 2 Report Cards and Parent Conferences

Report cards are given out quarterly to notify parents of student's progress. We encourage parents to inquire about their child's academic progress at any time during the school year. For convenience, three scheduled Parent-Teacher Conferences are held, and are listed on the approved School Committee calendar in Section 5 of this document. Beyond the scheduled conferences, however, students and parents are urged to consult with teachers at any time, especially if difficulty is being experienced with a particular subject.

Section 2 Part E Subsection 3 Honor Roll

In order to achieve "Academic Honor Roll" status, students must have grades of B - or higher in core academic subjects and ratings of Good or Excellent in Encore subjects. In order to achieve "Academic High Honor Roll" status, students must have grades of A- or higher in core academic subjects and ratings of Good or Excellent in Encore subjects.

Section 3 Part A: Parent & Community Involvement

Section 3 Part A Subsection 1 Site Council

In accordance with Massachusetts General Law, principals co-chair a school council, which is a representative, school-based committee composed of the principal, parents, teachers, community members and, at the secondary level, at least one student. The site council is charged with the responsibility of identifying the educational needs of the students attending the school, reviewing the annual school budget,

and preparing the school improvement plan. The plan addresses such issues as professional development, student learning time, parent involvement, safety and discipline, and ways to meet the diverse learning needs of students. Each site council must submit its school improvement plan annually to the School Committee. Anyone interested in learning more about the role of the site council or serving on the board are to contact the principal.

Section 3 Part A Subsection 2 Parent Teacher Organization [PTO]

Separate from the site council is a Parent Teacher Organization [PTO] that is comprised of school community volunteers. The PTO focuses on fundraising initiatives to supplement the local education appropriation to our building. In the past, monies have been devoted to field trips, after-school programs, tutorial, educational homework programs, and school equipment and supplies. All parents are invited to meetings and to become active members. If interested in more information about the PTO, please contact the principal.

Section 3 Part A Subsection 3 Partnerships

Educational partnerships are collaborative efforts that link education, community and business. Through community organizations and institutions our school has bridged relationships by sharing resources, developing initiatives and sponsoring programs that enrich all partners. Our school is committed to fostering such relationships with the community. Our partnerships have included such initiatives as tutorials, enrichment programs, mentorship, training, site visitations, externships, and student achievement programs. Additionally, local businesses have provided financial assistance to initiate programs. We will again be looking to form partnerships that can enhance what we do and to engage the business community so that they can see what we do and can do for the children of Haverhill. Any interests in forming partnerships must be routed through the principal.

Section 3 Part A Subsection 4 Volunteers

The Haverhill Public Schools has over 1700 school volunteers, annually, to support a myriad of school activities. School volunteers are needed to chaperone field trips, tutor, assist in classrooms or supervise children in school. Individuals interested in becoming a building volunteer must register through the principal's office. Registration requires completion of a Volunteer Form, CORI Form and an Applicant Disclosure Form. The registration process must be completed before one is activated as a building volunteer. An approved CORI is valid for three years. It typically takes up to two weeks to process volunteer registration forms. Registration usually takes place at the beginning of the school year so that the principal can create an established volunteer bank. However, this does not exclude anyone from registering.

Section 3 Part A Subsection 5 School Visitors

Since the safety of your children is paramount, *we require all parents and/or visitors to check in at the main office upon arrival and upon departure.* There will be a log in the office for signing in and signing out. While we strongly encourage parent and community involvement, it is imperative that everyone adhere to this policy. Under no circumstances may a parent or visitor go directly to or into a classroom, or other area of the school building, without permission from the school office. Visitors may be required to wear a visitor's badge.

Section 3 Part B: Student Enrichment

Section 3 Part B Subsection 1 Clubs and Organizations

The Haverhill Public Schools provides a wealth of clubs and organizations that allow for students to socialize with classmates, explore diverse opportunities, and compete intellectually. Schools offer a variety of options that, depending on each school, includes such clubs and organizations as: a Student Council, Yearbook, and Class Play. School-based bulletins will provide further information for students and parents.

Section 3 Part B Subsection 2 Extracurricular Activities

The Haverhill Public Schools provides for a number of intellectually and physically competitive activities that are building-based as well as inter-scholastic in nature. Students have the opportunity to participate in intramural athletics, academic bowl, science fairs, band and chorus. Different activities take place each semester. Information is available through school-based bulletins.

Section 3 Part B Subsection 3 Enrichment Programs

The Haverhill Public Schools has many enrichment programs that are offered beyond the regular school day for students. These programs include math and reading remediation, Ferry Beach, the Discovery Club, and the Washington Trip. Parents and students are to contact the principal's office for further information and details on which programs are available at their school.

Section 4 Part A: Transportation

School Buses: Bus transportation is provided to children residing in the City within the limitations established by state statute and policies of the Haverhill School Committee. Students are eligible riders by bus as follows:

K-5	All students living 1 mile from school
6-8	All students living 1.5 miles from school
9-12	All students living 2 miles from school

Special Education students in accordance with the requirements of Chapter 766 of the Acts of 1972.

School buses are considered an extension of the school. Students are expected to remain at their bus stops in an orderly fashion and to exhibit good behavior while riding the school bus to and from school, and while on field trips. ***Riding on a school bus is a privilege, not a right.*** Children may not bring friends on the bus.

Early elementary student pickup and departure is within one-to-two blocks of home whenever possible. Bus riders must be met at the bus stop by a person as named on the emergency contact list provided to the child's school. If someone else will be meeting the child, he/she must have a signed and dated note to be given to the bus driver, and said note shall be verified by the principal of the child's school, and the bus driver shall request identification to verify the identity of the pick up person, if the pick up person is an adult. The bus driver cannot leave until all students are picked up. Any a.m. kindergarten child not met by anyone at the bus stop will be returned to the child's school. The transportation department and principal will attempt to contact the student's emergency contact on file. Any p.m. kindergarten child not met by anyone at the bus stop and parents or emergency contact on file cannot be reached the child will be taken to the Registration Center at Burnham School, where the child will be supervised by transportation department personnel. If the child's parents or registered emergency contact on file is not reached by 5:00 p.m., the police will be contacted.

Any questions or concerns regarding a school bus arriving late to drop off a child at home or regarding a child not getting off a bus at an expected time should be brought to the attention of the Supervisor of Transportation. The office of the Transportation Supervisor is located at the Burnham School and may be reached during and after the normal school hours at (978) 420-1921.

Bicycles: Riding bicycles to and from school is strongly discouraged due to school bus traffic and other potential safety hazards. Students may only ride bicycles to and from school with parental and school permission.

State law requires the use of bicycle helmets for children 12 years or under. Children riding bicycles will not be allowed on school property without a helmet.

Section 4 Part B: Food Services

The Food Service Program is managed by Whitsons Culinary Group and is designed to provide a variety of well-balanced meals at a minimum cost to the student. We encourage children to participate in this exceptional and self-sufficient food service program. The prices of breakfast and lunch and method of payment are posted on our web page: <http://www.haverhill-ps.org>, along with the menus. The menus are also in the local paper and on Channel 10.

A free and reduced lunch program is available from the school for qualifying families. Applications for free and reduced lunches are sent home to every family at the beginning of the school year. Late registrants will receive one upon request. ***Children whose family income is at or below the level shown on the Free or Reduced Lunch Form may be eligible for either free meals or meals at a reduced price. A new and separate form for each child in your family must be filled out each new school year.*** To apply at any time during the year for free or reduced price meals for your children, complete the application and return it to: Food Service Office, Haverhill Public Schools, 4 Summer St., Haverhill, Massachusetts 01830. Within ten (10) days of receiving your application, the Food Service Department will let you know whether your children are eligible. If, during the school year, there are changes to your family size, or substantial changes in your income, you should report your changes to the Food Service Office in order that appropriate eligibility adjustments are made. For further information, contact the Food Service at (978) 420-1978.

Proof of family income is required at the time of filing. Please be sure to supply the name and social security number of every adult member of the household. Adults without a social security number must indicate that they do not have one. We will be verifying the source and amount of income, as well as the household compositions. Federal regulations have been issued to ensure that only eligible children receive free or reduced price benefits. To comply with these regulations, a percentage of applications for free or reduced price benefits must be selected for verification of the household income listed on the application. Foster children, in most cases, are eligible for these benefits. If you have foster children living with you and you wish to apply for such meals for them, please file an application for each child and indicate the amount of state support only, as income.

If a student doesn't have money for lunch.....

- No student will go without a meal.
- At the elementary level, grades 1-5, a student will be allowed to carry five charges.
- Once the student has five lunches charged, they will be offered a sandwich option and all necessary components of a Type A meal.
- The sandwich option will be charged to the student. It is not a free meal. Once a student has reached five charges, a letter will be sent home to the parents in the student's backpack (application for free and reduced lunch will be included).
- If a student's meal benefit status changes (free, reduced) all previous charges must be paid in full before the student will have a regular Type A meal.

If payment is not received within five school days after the letter is sent home to parents.....

- The school principal or assistant principal contacts the parent or guardian to request the amount due and timeline for payment. Superintendent will follow-up if parent or guardian fails to comply.

Section 4 Part C: Instructional Assistance

Section 4 Part C Subsection 1 Student Teacher Assistance Team [STAT]

The Student / Teacher Assistance Team [STAT] is a framework designed to meet the needs and potentials of students in the Haverhill Public Schools. STAT is provided in every school and consists of a team of collaborating educators who provide support and assistance to teachers experiencing difficulty meeting the learning needs or goals of students in the classroom, to parents, and to students themselves.

STAT provides strategies and resources necessary to reduce or avert learning difficulties or behavioral problems, helping students to better succeed in class. Referrals to STAT provide for an opportunity to differentiate between students who can be helped through accommodations and modifications made in the regular classroom and those who require the more comprehensive evaluation provided by special education or the accommodations and modifications required by a §504 plan. For students who will require a referral to a §504 team or to Special Education, STAT is a mandatory step in the process as required M.G.L. Chapter 766.

Parents have the right to refer a child for a Special Education referral at any time during the process. However, parents should be aware that there is another, usually more expedient, option rather than going directly to a Special Education referral and this process is often sufficient to remedy a student's difficulties. STAT coordinators may be reached by contacting the school office or principal.

Section 4 Part C Subsection 2 Special Education

Special education services are provided to students found eligible after an initial Team meeting. To be found eligible for services, a student must have one of the following disabilities: autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that the disability prevents the student from making effective educational progress, and for the student to require specially designed instruction or related services in order to access general education.

The district offers an array of services designed to meet student needs. Special education services and placement determination are the responsibility of a multi - disciplinary team comprised of professionals who have assessed the student in any areas of suspected need, a regular education teacher, administration and, most importantly, the student's parent or guardian.

Upon completion of an initial evaluation, the Team develops an individualized educational program (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating for the student's disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the *Parent's Rights Brochure* are available in the Special Education Department located at Burnham School or from the school buildings' evaluation team facilitator.

Section 4 Part C Subsection 3 504 Plans

Students with documented disabilities that limit one or more major life functions such as walking, talking seeing, hearing, and breathing are entitled to assistance to ensure they have the same access to school as their nondisabled peers. The following describes the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You are entitled to the following:

- Right to have your child with disabilities take part in, and receive benefits from public education programs without discrimination because of her or his disability.
- Right to receive all information in the parent's or guardian's native language or primary other mode of communication.
- Right to have your child receive a free appropriate public education that includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.
- Right to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
- Right to receive notice a reasonable time before a district identifies, evaluates, or changes your child's placement.
- Right to inspect and review all of your child's educational records, including the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records, and the right to amend the record if you believe information contained in the record is accurate or misleading. If the school district refuses to amend the record, you have a right to request a hearing.
- Right to have educational evaluation and placement decisions made based on information from a variety of sources and by persons who know the needs of the student, meaning of evaluation data and placement options.
- Right to periodic reevaluation and evaluation before any significant change in placement.
- Right to an impartial hearing if you disagree with the school district's proposed action. You will be an active participant. You have the right to be represented by counsel in the impartial hearing process. You also have the right to appeal the impartial hearing officer's decision.

For more information on Section 504, please contact the Principal of your school.

Section 4 Part C Subsection 4 English Language Education

In accordance with state laws and regulations, Haverhill provides instruction in the English language for students whose English proficiency level is limited. Potential students are identified through a testing program administered to those whose home language is not English and who demonstrate to teachers a language need.

The program, known as the Sheltered English Immersion Program, provides specialized instruction for students according to the intensity of their need. Students who speak no English or very limited English receive high intensity English language instruction for the greater part of the school day, until they reach a point when their oral English is sufficient for them to receive sheltered English instruction in a partially integrated setting. Sheltered English Instruction means that students study the same subjects as their peers, but with simplified language and visual material presented in a comprehensible manner, to make information clearer and more understandable. The material used includes, but is not limited to, pictures, graphs, videos, computer programs, and manipulatives. Lessons and activities are designed so that the English language development of the student is addressed.

Students are not expected to remain in high intensity classes more than a year. Students receiving sheltered instruction are integrated with their peers as much as possible for subjects such as mathematics and science, and receive specialized instruction in more difficult subjects such as English Language Arts, reading and social studies, until they are ready for unsupported instruction in the mainstream in those areas. For further information on the Sheltered English Immersion Program please contact the principal of your school.

Section 4 Part D: Guidance

A program of guidance service and activities is provided to help students understand their abilities and interests, and to help them make better use of the educational opportunities available in the school system. This is a cooperative enterprise and responsibility in which the administration, teachers and students work together to promote the best interests of the school and the individual student. Individual conferences, testing and test interpretation, and informal services in several areas are included in the program. *The guidance program is offered at the middle school and high school level only.*

Students and parents are urged to call upon guidance counselors for assistance in students' adjustment to school, placement, educational planning or any problems relating to school. Counselors may be reached by telephone or conferences may be arranged during school or after school hours. Referrals for team evaluation and tutoring during absence may be arranged through guidance. Counselors assist students with educational and vocational choices, selection of courses, remediation, and provide orientation programs for their transition to the high school level.

Section 4 Part E: State & National Assessments

Haverhill's students are exposed to a wide range of assessments. It is the belief of administration and staff that assessment data is useful in driving daily and weekly instruction in each classroom. In addition, our state has a high stakes accountability test called the Massachusetts Comprehensive Assessment System [MCAS].

Tests are scheduled in March – April and May. Students in Grades three through eight and ten are required to take English Language Arts (ELA) Reading Comprehension and Mathematics tests. In addition, students in Grades 5, 8, and 10 must test in Science and Technology (STE). Also, students in Grades 4, 7, and 10 are required to take the ELA Composition. The high school students who receive “failing” category on MCAS also have retests three other times during the year. All high school students are required to pass the MCAS English Language Arts, Mathematics, and Science tests in order to earn a competency determination for graduation. The ultimate goal under the No Child Left Behind Act is to have all students at the proficient or advanced level by 2014.

The testing schedule for grades is listed below:

- Grade 3 ELA Reading Comprehension & Mathematics
- Grade 4 ELA Composition, ELA Reading Comprehension & Mathematics
- Grade 5 ELA Reading Comprehension, Mathematics, & STE
- Grade 6 ELA Reading Comprehension & Mathematics
- Grade 7 ELA Composition, ELA Reading Comprehension, Mathematics
- Grade 8 ELA Reading Comprehension, Mathematics, & STE
- Grade 9 Biology, Chemistry, Introductory Physics or Technology/Engineering
- Grade 10 ELA Composition, ELA Reading Comprehension, Mathematics; Biology, Chemistry, Introductory Physics, or Technology/Engineering

Section 4 Part F: Use of Facilities

The Haverhill School Committee encourages the use of the schools as community centers within the limits of good management and practical considerations. It is incumbent upon the users to manage their activities as effectively as possible, first, because of the investment involved and secondly, because of civic pride. Permission for use of the facilities must be obtained through the office of the Superintendent, after initial approval of the principal. School facilities will be used according to the regulations and rental fees schedule recommended by the Superintendent and approved by the School Committee. All requests for use of facility must be accompanied by a proof of insurance. Payment for facility use, including all fees for custodial services, rental, utilities, cafeteria and deposits, as set forth in the *Request of Use of Facilities Form*, are to be made to the Haverhill Public Schools. No payments are to be made directly to the individual employees. Employees are prohibited from demanding or accepting payment from third parties for work related to such facility use.

Section 4 Part G: Open Enrollment

The Haverhill School Committee authorizes the opportunity for students to attend a school other than the one serving their neighborhood. *Students may request to enroll at any school in the district if it has been*

declared by the Superintendent that a vacancy exists in the school's enrollment or anticipated enrollment for the school year. Requests for specific teachers are not permitted. **Applications must be submitted annually for each school year.** Forms are made available in early April and must be submitted by June as specified on the application form. For the Guidelines on Open Enrollment and application, contact the principal of your neighborhood school.

Section 5 Part A: School Hours & Dismissal

High School.....	7:25 a.m. – 2:05 p.m.
Middle Schools, Bradford Elem [Kind 8:30 -11 AM, 12:15-2:45 PM].....	8:30 a.m. – 2:45 p.m.
St. James/HALT	8:00 a.m. – 2:00 p.m.
St. James/TEACH	9:00 a.m. – 3:00 p.m.
Primary Schools [Golden Hill, Silver Hill Horace Mann, Pentucket Lake]	9:00 a.m. – 3:15 p.m.
Kindergarten & Pre-Kindergarten (AM).....	9:00 a.m. – 11:30 a.m.
Kindergarten & Pre-Kindergarten (PM).....	12:45 p.m. – 3:15 p.m.

Section 5 Part B: School Cancellations & Delayed Openings

In the event of school cancellations for the Haverhill Public Schools, parents will be notified by phone and email, where possible. In addition, the following stations are notified: FOX 25, WBZ 1030 AM, WRKO 680 AM, and TV channels 4, 5, 7, and 10. Please turn to more than one station since we cannot always reach each station in a timely manner. Do not call the police department; they will simply refer you to the radio or TV. If parents/guardians feel that it is unsafe to send their child to school they may keep them at home but must send in a note with the child when they return to school.

On occasion it may become necessary to close school early due to an emergency, or delay the opening of school for two hours. In such cases, announcements will be made through the process listed above. *A two hour delayed opening would mean that school would start two hours later* [students should be at their bus stops two hours later], but that school would end at the regular time [the school day would not be extended]. In the event of early or emergency dismissal, it is the responsibility of the parent/guardian to have an alternate plan for their children in place.