

2018 - 2019

Haverhill Public Schools Student Handbook

Pre-K - Grade 8



Haverhill Public Schools
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**HAVERHILL PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

Strategic Plan Tenets

The Haverhill Public Schools' Strategic Plan is designed to provide all of the students with the necessary skills, knowledge and expertise to graduate from high school and attend institutions of higher learning.

Our vision is to increase student achievement and close proficiency gaps through implementation of the following strategies: increase educator effectiveness, ensure effective teachers and leaders are in every classroom, use data to enhance instruction, increase college and career readiness, develop and implement a continuously improving teaching and learning system, challenge every student, and turn around the lowest achieving schools.

The district developed this plan to meet the needs of all students by providing a rigorous, high quality education that will prepare students for higher education and careers of the 21st century. In addition, a major tenet of this plan is to ensure that all graduates of the Haverhill Public School System become responsible and contributing members of society by providing them with the necessary civic, social and academic skills.

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Introduction

District Message

The Haverhill Public Schools is committed to educating every child who comes into its system; in Haverhill we truly believe that every student can succeed. 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.

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. Our curricula provide 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.

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, teachers and support staff. 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.

Early Defibrillation Program

The Haverhill Public Schools, in concert with the City of Haverhill Board of Health has implemented 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.

Title I Schools

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

Title I teachers and staff work in the following elementary schools: Golden Hill, Pentucket Lake and Tilton, and the following middle school: Nettle, and the following school: Consentino. 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 I administrators, and teachers determine the grades that Title I teachers will work with and the types of programs that Title I 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 8 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.
- **Units of Study Writing**: K-8 - Purpose: provide all the teaching points, mini lessons, conferences, and small group work needed to teach a comprehensive workshop curriculum in opinion/argument, information, and narrative writing; foster high-level thinking through regular chances to synthesize, analyze, and critique; build writing independence and fluency; provide a ladder of exemplar texts that model writing progressions across grades K–8; develop and refine strategies for writing across the curriculum; include strategic performance assessments to help monitor mastery and differentiate instruction.

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.

School-Parent Compact for 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:

- The development of an infrastructure to continually assess, plan, and implement strategies that build the partnership
- 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
- 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 all Title I schools develop jointly with parents a School-Parent Compact. A compact is a written agreement of shared responsibility that:

- Defines the goals and expectations of schools and parents as partners in an effort to improve student achievement.
- Outlines how parents, staff, and students will work together to achieve high academic standards.
- Translates the policies and goals of parents and schools into action steps.
- 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-Parent Compacts are required to include:

- Description of the school's responsibility to provide high quality curriculum and instruction.
- 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.
- 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.

Notification to Parents of Teacher Qualifications

Compliance with P.L. 107 - 110, § 1111 (h) (6) (A) Title I Schools

The federal *Every Student Succeeds Act of 2015* requires school districts that receive federal Title I funding to notify parents of their right to request 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 the Chief Academic Officer at 978-374-3400.

Policies & Procedures

Student Conduct

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the rules of student conduct and control will be subject to disciplinary action. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur, and/or by teacher conferences with the student and/or parents or guardians.

Disciplinary Actions: Consequences for Misbehavior

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Other violations of the code of conduct will subject a student to disciplinary action up to and including suspension under the provisions of M.G.L. chapter 71, §37H ¾.

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long term suspension/expulsion until other remedies and consequences have been employed.

The following actions will result in disciplinary action:

- 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 and 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 the 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 substance 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 Violation of Anti-Hazing policy
- 9-7 Use of derogatory language referring to religion, race, ethnicity, sexual orientation, or gender
- 9-8 Hate Crime/violation of non-discrimination policy
- 9-9 Violation of Sexual Harassment policy
- 9-10 Violation of harassment policy/violation of anti-bullying policy
- 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

Suspensions

A suspension is a short term or long term removal from regular classroom activities.

Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period.

The Principal or his/her designee has the sole responsibility for determining who is suspended.

In school suspension

At the discretion of the Principal, an in-school suspension may also be imposed for violation of the student code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

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

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

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student due process rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions (§37H and §37H ½): Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions (§37H and §37H ½): Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

Notice and principal's meeting (§37H ¾):

For any suspension under this section, the principal or a designee shall provide prior notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension (§37H ¾)

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

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

If a student receives a short term suspension, the student shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school

work as needed to make academic progress during the period of his or her suspension.

b. Long Term Suspension (§37H ¾)

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, which the principal should consider in determining consequences for the student.

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

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

If a student receives a long term suspension, the student shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal (§37H ¾):

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing (§37H ¾):

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of a long term suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. There is no right to appeal a short term suspension to the Superintendent. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause. The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days of the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-terms suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal,

but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline of Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the

services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.

4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

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.

Alcohol, Tobacco, and Drug Use by Students Prohibited

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

Student Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

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 an 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, bracelets, chains, etc. are not permitted.
- Any other dress that distracts, disrupts, intimidates or provokes can be deemed inappropriate by the Principal or Assistant Principal.

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.

Field Trip

Definitions

- During the school day: Trips that take place on a school day and last no longer than one day.

- 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.

Using Privately Owned Vehicles (POV):

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.

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.

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.

Approval of Field Trips

Field trip approval forms shall be submitted to the Superintendent's Office Attn: Assistant 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.

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.

Internet Guidelines

1. No students will access/use any on-line service, the internet or e-mail system unless they are under teacher supervision.
2. 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.
3. 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.
4. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the LAN/internet.
5. Malicious use of the LAN/internet to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or computing system is prohibited.
6. Use of the LAN/internet to access or progress pornographic material, inappropriate text files, or files dangerous to integrity of the local network is prohibited.
7. LAN/internet accounts are to be used only by the authorized owner of the account for the authorized purpose.
8. All communications and information accessible via the LAN/internet should be assumed to be private property.
9. Any use of the LAN/internet for commercial or for-profit purposes is prohibited.
10. Any use of the LAN/internet for personal and private business is prohibited.
11. The illegal installation of copyrighted software for use on Haverhill Public School computers is prohibited.
12. Making copies of copyrighted software is prohibited.

13. Use of the LAN/internet for direct purchase and/or sale of any physical item or service is prohibited.
14. Access to the Internet will be allowed via School District Accounts only unless special permission is given.

This policy will be reviewed regularly and is subject to change.

Cell Phones, Tablets, and Mobile Devices

Cell phones, tablets, and mobile electronic 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.

Student Conduct on School Buses

The School Committee and its staff share with students and parents, the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

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.

Attendance

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).

The goal of the student attendance policy is to ensure the safety of our students and promote consistent and daily school attendance. The expectation is that all students will have, at a minimum, attended at least ninety-five percent (95%) of the school year or fewer than 9 days absent in school. A student who is truant, frequently absent or frequently tardy to school without adequate reason is in violation of this policy.

National research indicates elementary students who miss over 10% (18 days) of the school year have lower academic performance and are at high risk of being dropouts later in life. Based on that knowledge, Haverhill Public Schools is strengthening its enforcement of Massachusetts General Law Chapter 69 Section 10, Chapter 76 Sections 1-4 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, for parents to send their children to school daily and to contact the school on any day their child is absent.

Absence, Tardiness, Dismissal

Only absence, tardiness or dismissals for the following reasons will be considered excused:

Reason	Required Documentation
Student Illness	Medical Note
Death in Family	Parent Note
Religious Holiday	Parent Note
Court Appearance	Note from Court
Family Emergency	Approval by School Administrator

Absences notes must be submitted to your child’s school within two days of returning to be considered excused. Whenever possible, doctors and other personal appointments should be scheduled after school.

If a student is absent five or more consecutive days, or is showing a pattern of excessive absenteeism a doctor’s note may be required.

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.

Truancy, or absence from school without permission, may result in after school detentions or suspension from school. Students with chronic absenteeism will be referred to the Truancy Panel, may receive in school restrictions, possibly fail to be promoted, and where mandated by law be referred to the Juvenile Court or the Department of Children and Family.

The District employs a Supervisor of Attendance to encourage regular compliance with school policy, state statute and to conduct home visits and offer assistance to students and parents in matters regarding school attendance. Concerned individuals may contact the Supervisor of Attendance at (978)-374-5700 ext. 1118.

Tardiness

Students arriving to school after the designated report time for homeroom are considered tardy and should report to the office to get an admittance slip. **Students who miss more than half the day and/or arrive to school after mid-day will be marked absent/tardy by state law.** If a student accumulates five unexcused incidents of tardiness, the student may receive a detention for every subsequent unexcused tardy. Chronic tardiness may result in the student being placed on restriction and parents will be contacted.

Dismissal

Students who need to be dismissed during the day must bring a parental note to the Main Office before school. The note should include who will be dismissing the student, the reason and time of 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 a minor. **Students who miss more than half the day and/or are dismissed to school prior to mid-day will be marked absent/dismissed by state law.** Students may not arrange for their own dismissal.

Automated Call System

Parents will be informed of student absences by an automated call system. It is essential that parents and students provide up-to-date telephone numbers. Calls are made daily informing parents of absences. Parents/Guardians who receive an automated call and are unaware of an absence should contact their child's school immediately.

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.

Civil Rights Policies

Nondiscrimination

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, 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:

Haverhill Public Schools
Assistant Superintendent of Schools
4 Summer Street, Room 104
Haverhill, Massachusetts 01830
(978) 374-5740

Bullying Prevention

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe they bullying target, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The principal or designee will investigate promptly all report of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations and the ages of the students involved.

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and /or to protect the alleged target from possible further incidents. Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any bullying incident that is reported per this policy and the Principal and/or designee shall maintain a file. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:370; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

Harassment

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.

Another person may reasonably view what one person may consider acceptable behavior as harassment. Therefore, individuals should consider how other individuals might reasonably view their words or actions. 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 at:

Massachusetts Commission Against Discrimination
One Ashburton Place,
Boston, Massachusetts 02108

The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at:

Equal Employment Opportunity Commission
One Congress Street,
Boston, Massachusetts 02114

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, gender identity, 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".

Haverhill Public Schools -
Assistant Superintendent of Schools
4 Summer Street, Room 104
Haverhill, Massachusetts 01830

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:

Haverhill Public Schools
Director of Special Education
4 Summer Street – Room 104
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 that sets forth a specific time line for notice and/or investigation of a complaint, such time lines would 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:

Haverhill Public Schools – Superintendent of Schools
4 Summer Street - Room 104
Haverhill, MA 01830
(978) 374-3405

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

Physical Restraint Policy

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. The law protects students from unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

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

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC
ADOPTED: August 2015
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Student Complaints and Grievances

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students--and their parents and/or guardians, who believe that a student has received unfair treatment, may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. School officials in conducting hearings will follow any applicable provisions of the Massachusetts General Laws or federal law.

SOURCE: MASC October 2016
CROSS REF: JIC Student Discipline

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.

Homeless Students: Enrollment Rights and Services

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

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

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

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

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

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

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

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

Student Recordkeeping

Student Records

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

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10; 71:34A, B, D, E, H
603 CMR 23.00

Notification of Directory Information

The Haverhill Public Schools generally releases “directory information” relative to its students. 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.

If it is your desire to request that such directory information not be released without your prior consent, please contact the building principal.

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.

Protection of Student Rights Amendment (PPRA)

The Protection of Student 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”):

- Political affiliations or beliefs of the student or student’s parents;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

- Religious practices, affiliations, or beliefs of the student or parents; or
- 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:

Office for Family Compliance Policy
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

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:

- Enhance the safety of students through visual identification in an emergency situation
- Facilitate the social, educational, and administrative activities conducted in the school
- Provide a service to parents and students
- Allow any excess monies realized from the picture-taking program to be used by the sponsoring group as authorized by the building principal

The school department photographer may take photos of your child to promote the positive efforts in your child’s school. If you **DO NOT** want your child’s photo used for this purpose, kindly notify your child’s principal, in writing or by e-mail.

The Family Education Rights and Privacy Act (FERPA)

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."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. 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. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that the 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 decides not to 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.
- 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 (34 CFR § 99.31):
 - 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 a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

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:

Office for Family Compliance Policy
U.S. Department of Education
400 Maryland Avenue, SW,
Washington, DC 20202-5920

Access Procedures for Non-Custodial Parents

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. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a). Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

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.

Health Examinations

All students should have an annual health assessment by their Primary Care Provider (PCP). Certification of appropriate preventive health care is mandatory prior to Kindergarten Registration. This includes lead screening as well as a health assessment. A request from a student's school nurse for an updated health assessment may be sent to the parent for the following reasons:

- Frequent absenteeism due to unexplained illness
- Signs of illness
- Failure to make progress in school
- Sub-normal development in any of the student's growth

Students participating in competitive sports must have a current annual health assessment updated in the past 13 months.

The following are ongoing programs:

- Vision and hearing screening yearly in grades K-3, 7 and 10
- Vision only in grades 4-5
- Height and weight in grades 1,4,7,10
- Postural screening in grades 5-9

A parent may opt out of screenings by writing a letter addressed to the school nurse. It is strongly recommended that documentation of screening done elsewhere be sent to the school nurse.

Immunizations

The School Immunization Law is specific and requires a certificate from a PCP stating that children have been successfully immunized (or exempted for health reasons) according to the age appropriate immunization schedule published by the Department of Public Health. **No child will be admitted to school without proper proof of immunization.** Children must be immunized against the following: hepatitis B, tetanus, pertussis, poliomyelitis, measles, mumps, rubella and varicella, or have a disease specific diagnosis made by a PCP. Certificates from a PCP are the only acceptable evidence of immunization of disease. School children without a physician's certificate on file with their school health record will be considered not immunized. Parents may submit a letter in the case of religious exemption.

For entry into school all students must have proof of the following:

- 5 doses of DTaP/DT/Td (unless 4th dose given after 4th birthday, then only 4 doses)
- 4 doses of Polio (unless 3rd dose given after 4th birthday, then only 3 doses)
- 3 doses of Hepatitis B
- 2 doses of MMR
- 2 doses of Varicella (Chicken Pox vaccine) or PCP certified diagnosis of the disease required for all grades except grades 5, 6, and 12 which are required to have 1 dose of Varicella (Chicken Pox vaccine) or PCP certified diagnosis of the disease.
- Tdap booster required for 7th grade entry
- Proof of lead screening done after 9 months old for Kindergarten entry
- TB test may be required for immigrants from some foreign countries

Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the Supervisor of Health and School Nursing Services, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations:
105 CMR 210.00; 244 CMR 3.00

Care of Student Exhibiting Mental Health Issues

It is the goal of the Haverhill Public Schools to maintain a safe and secure environment for all students and staff in the school setting.

Occasionally a student may demonstrate a mental health crisis. This might include:

- Expression or actions of harm to self
- Expression or actions of harm to others

Any staff member who becomes aware – directly or indirectly (e.g. another student’s report or through social media) – of a student in crisis should report the incident to the school nurse or principal (or designee), so the student can be evaluated appropriately.

The steps of a crisis evaluation are:

1. The appropriate staff members within the school are notified promptly of the student in crisis. School personnel will remain with the student until a parent/guardian is present to assume responsibility. Regardless of where in the school building the crisis evaluation takes place, precautions should be taken to protect student privacy, to prevent the student from fleeing the building, and to minimize the impact of the crisis on the rest of the school population.

2. An initial assessment of the situation is performed by a nurse or a counselor to triage the appropriate level of severity. Staff is encouraged to consult with one another when making these determinations, when possible. In general, one should err on the side of caution. Assessment – in coordination with the parent/guardian – by a mobile crisis unit or its equivalent is preferable to referral to the emergency room for most students in crisis. It is expected that the mobile crisis unit will respond within 1 hour of being contacted.

Under the following conditions, a student will be transported via EMS to an emergency facility:

- *The student is an immediate threat to self or others or is unable to be reasonably controlled for an evaluation to take place*
 - *If, despite having obtained parent/guardian consent, a timely evaluation by the mobile crisis unit or its equivalent is not available*
 - *If, at any time, the crisis situation escalates beyond what can safely be managed within the school environment and/or the parent/guardian cannot be reached within a reasonable amount of time*
3. The parent/guardian is notified of the situation in progress as soon as possible. Depending on the student's status, the parent/guardian may:
 - Come to the school promptly (within 1 hour) and take the student for an urgent evaluation at the facility of the parent/guardian's choice (this might involve the mobile crisis team meeting at the family's home or at the offices of the mobile crisis unit). Under this scenario, the parent/guardian will be asked to sign a release form, affirming agreement to have the student evaluated.
 - Provide verbal consent for mobile crisis intervention to begin at the school while parents/guardians are en route
 - Meet the student at the emergency room (ER).

If the parent/guardian is unwilling to come to the school or to authorize a mobile crisis evaluation, it is appropriate for school personnel to file a 51A through the Department of Children and Families (DCF).

If a student is taken to the ER and no parent/guardian is present to assume responsibility, it is appropriate for hospital or school personnel to contact DCF to come and promptly assume responsibility of the student.

4. Once the crisis situation is stabilized, relevant staff members should conduct a debriefing. Questions to consider:
 - How was the crisis handled? What went well, and what could have been handled differently?
 - What staff and students witnessed and/or were directly impacted by the crisis? How should their concerns be addressed?
5. The school nurse will schedule a re-entry meeting once the student is ready to return to school. Parent/guardian participation in this meeting is mandatory (preferably in-person, but by phone, if necessary). If the parent/guardian does not follow through with the urgent evaluation or re-entry meeting, it may be appropriate for school personnel to file a 51A report with DCF.

- Documentation of a student’s being “safe to return to school” – signed by a licensed professional in mental health crisis evaluation – may be requested.
- The parent/guardian will be asked to sign an “Authorization for Release of Information” form in order to obtain written and verbal information about the crisis evaluation.
- A re-entry plan will be developed and/or updated for this student and shared with other relevant school personnel.
- The parent/guardian is requested to make the school nurse aware of arrangements for counseling and other mental health services outside of school, so school staff can have ongoing collaboration with the student’s team.

Each building will maintain its own crisis planning and management procedures, specific to its unique student population, personnel resources and physical facilities. The element addressing mental health emergencies should include:

- What staff members (principal, nurse, guidance, security) are notified immediately when a crisis develops?
- Where in the school should the student in crisis be evaluated?
- Who makes the initial triage assessment of how the crisis should be handled and whether to contact outside resources?
- Who communicates with the student’s parent/guardian?
- If indicated, who communicates with the mobile crisis unit and/or EMS?
- Who stays with the student until a parent/guardian is present to assume responsibility?
- What steps does each individual school take for high-risk students to prevent future crises?

The school nurse will be responsible for documentation of the crisis, including the re-entry meeting. Reports of all mental health crisis evaluations will be reviewed regularly (including response times) and strategies to prevent future incidents.

The district will include handling of mental health crises in the professional development program for staff and will also seek to educate students and parents/guardians as part of a comprehensive wellness curriculum.

District personnel will comply with all other existing procedures, regarding those regarding student restraint and student privacy.

Academics

Instructional Assistance - Instructional Support Team [IST]

The Instructional Support Team [IST] is a framework designed to meet the needs and potentials of students in the Haverhill Public Schools. IST 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.

IST provides strategies and resources necessary to reduce or avert learning difficulties or behavioral problems, helping students to better succeed in class. Referrals to IST 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, IST 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. IST coordinators may be reached by contacting the school office or principal.

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.

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 Parent Resource and Registration Center at Burnham or from the school buildings' special education facilitator.

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.

Guidance

Offered at the middle school level is a comprehensive program of guidance service and activities to help students understand their abilities and interests, and to help them make the best use of the educational opportunities available in the school system. Working together the administration, teachers, parents and students work to promote the best interests of the school and the individual student. The following is a list of some of the services provided through the Guidance Department.

Individual and group counseling in the areas of:

- Academic planning
- Transition
- Career development
- Social skills
- Bullying prevention/education/intervention
- Personal conflict
- Organization

Co-Curricular and Extracurricular Activities

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

- The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
- The assistance of parents in planning activity programs will be encouraged.
- The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
- Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
- All activities will be supervised; all clubs and groups will have a faculty advisor.

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the

assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization, which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Homework Policy

Homework is a necessary part of each student'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.

Report Cards and Parent Conferences

Report cards will be issued on a trimester schedule. We encourage parents to inquire about their child's academic progress at any time during the school year. For convenience, two scheduled Parent-

Teacher Conferences are held, and are listed on the approved School Committee calendar at the end 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.

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.

State & National Assessments

The Board of Elementary and Secondary Education ("Board") voted to approve the development of Massachusetts's next-generation MCAS assessment, which will include existing MCAS questions. The Board also set a goal of implementing computer-based testing (CBT) for virtually all students by spring 2019. The Board of Education is expected to extend the use of the tenth grade legacy MCAS test through the class of 2020, one year later than previously planned. This will ensure that the first class to take the tenth grade next-generation test, the class of 2021, will have already taken the next-generation test as eighth graders. The MCAS Science Technology and Engineering (STE) tests at grades 5 and 8 currently assess grade spans. The grade 5 tests assess standards for grades 3, 4, and 5, and the grade 8 tests assess standards for grades 6, 7, and 8. These grade spans will continue to be assessed on the grade 5 and grade 8 tests. Currently there are four high school STE tests: Biology, Chemistry, Introductory Physics, and Technology/Engineering that can be taken at grade 9 or 10. As of this publication the Board has yet to determine which high school STE tests will be included in the testing program going forward.

You may find updated information regarding assessments and testing schedules on the following DESE website <http://www.doe.mass.edu/mcas/home.html>.

Parent/Community Activities and Organizations

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, and 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.

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.

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, mentorships, 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.

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. 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 at any other point in the year.

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 adheres 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.

Services

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

Transportation will be provided to 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 pickup person, if the pickup 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 all day, morning or afternoon 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 Parent Resource and Registration Center at Burnham, 45 Fountain Street, 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 Supervisor of Transportation is located at the Parent Resource and Registration Center at Burnham 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.

Food Services

The Food Service Program is managed by Whitsons New England, Inc. 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.

Haverhill Food Service Department is excited to provide you with a convenient and secure online payment service called mySchoolBucks®. This website allows you to deposit money directly into your school meal account and view balance/purchase information for the past ninety days. By having money in your account prior to entering the cafeteria, we find that the lunch lines move along much faster.

To access this service:

1. Go to the district web site at www.haverhill-ps.org
2. Click the Food Services link.
3. Click the mySchoolBucks link.
4. From this website you can create your account and deposit money. All you need is your name, school, and student ID number. The instructions listed on the back of this page will guide you through the process.

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. ***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: Haverhill High School Food Service, 137 Monument Street, Haverhill, Massachusetts 01830. Within ten (10) days of receiving your application, the Food Service Department will let you know whether your children are eligible. For further information, contact the Food Service at (978) 374-3423.

If a student doesn't have money for lunch?

- No student will go without a meal.
- Students will be allowed to carry three lunches.
- If a student needs to charge a lunch after the maximum charge amount is exceeded as outlined above, the student will receive an alternate reimbursable lunch (cheese sandwich, vegetable, fruit, and milk) and be charged accordingly.
- Students will NOT be allowed to charge desserts, snacks, milk or any other a la carte items if they have a negative balance that exceeds these guidelines.
- If the issue still remains unresolved, the Food Service Administrator will send a notice home via the US Mail on a bi-weekly basis and/or contact the parent or guardian directly to collect the owed monies. Parents or guardians of students with significant negative balances (\$25 or more) will be contacted by the principal's office.

School Day Information

School Hours & Dismissal

	<i>Student Report Time</i>	<i>Dismissal Time</i>
<i>Haverhill High School</i>	<i>7:25 a.m.</i>	<i>2:05 p.m.</i>
<i>Consentino Annex @ Bartlett, Consentino, Hunking, Nettle, Whittier</i>	<i>8:30 a.m.</i>	<i>2:45 p.m.</i>
<i>St. James/HALT</i>	<i>8:00 a.m.</i>	<i>2:00 p.m.</i>
<i>St. James/TEACH</i>	<i>9:00 a.m.</i>	<i>3:00 p.m.</i>
<i>Bradford, Golden Hill, Pentucket Lake, Silver Hill, Tilton, Walnut Square</i>	<i>9:00 a.m.</i>	<i>3:15 p.m.</i>
<i>Moody School (Pre-Kindergarten)</i>	<i>9:00 a.m.</i>	<i>3:15 p.m.</i>
<i>Kindergarten Centers (Crowell & Greenleaf)</i>		
<i>Kindergarten & Pre-Kindergarten (AM)</i>	<i>9:00 a.m.</i>	<i>11:30 a.m.</i>

School Cancellations, Delayed Openings, and Emergency Early Dismissals

In the event of school cancellations for the Haverhill Public Schools, parents will be notified by phone and email. In addition, the following stations are notified: FOX 25, WBZ 1030 AM, WRKO 680 AM, and TV channels 4, 5, 7, and 99. 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 an emergency dismissal, all after school and evening activities are cancelled.

In the event of early or emergency dismissal, it is the responsibility of the parent/guardian to have in place, an alternate plan for their child.

Appendix A

Residency Validation

According to Massachusetts General Law Chapter 76, Section 5, the Haverhill Public Schools is not required to enroll a student who does not reside in Haverhill. The only exception is those students legally enrolled through the state's school choice program. Those who are not legal residents must withdraw their child/children from the Haverhill Public Schools and register them in the school district of residence. It is important that this be done as soon as possible so that transition to the new school will be a smooth one.

Residency is not clearly established by a student simply living with a grandparent, friend, or other relative. Legal guardianship papers from a court must be in place. Residency validation may take place at any time per the procedures below:

Under Massachusetts Law Chapter 76, Section 5, only students who actually reside in Haverhill may enroll in the Haverhill Public Schools. In order to verify residence within the town, a student enrolling in the Haverhill Public Schools must provide documentation of actual residence. In addition to providing such documentation at the time of initial enrollment, the school administration may request verification at any time later if there is doubt of actual residence.

All applicants for enrollment must submit at least one document each from Column A, B, and C, and any other documents that may be requested, including, but not limited to those from Column A, B, or C (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A: Evidence of Residency

- Record of recent mortgage payment and/or property tax bill
- Copy of lease and record of recent rental payment and Landlord Affidavit
- Section 8 Agreement

Column B: Evidence of Occupancy

- Recent bill dated within the past 60 days showing a Haverhill address
- Gas Bill
- Oil Bill
- Electric Bill
- Home Telephone Bill (not cell phone)
- Cable Bill
- Excise Bill

Column C: Evidence of Identification (Photo ID)

- Valid Driver's License
- Valid MA Photo ID Card
- Passport

Appendix B

Residency Policy

Residency Policy for The Haverhill Public Schools

To attend the Haverhill Public Schools, a student must reside in the City of Haverhill Residency Requirements for Students: "Residence" is the place where a person actually lives. Residency also implies that the student:

- Keeps his/her personal possessions at the Haverhill address listed on the registration document and on the Affidavit of Residency.
- Returns to the address listed on the registration document and the address on the Affidavit of Residency to spend the evening or night there.
- Receives his/her mail at the address listed on the registration document and on the Affidavit of Residency
- Is listed on the Residence List in the City of Haverhill and if not listed, the parent, guardian or responsible adult must fill out a census form at the time of registration.
- Students who are residing in Haverhill and who qualify as homeless students under the federal **McKinney-Vento Act** will be immediately enrolled in Haverhill Public Schools in accordance with federal law. Further information and assistance may be obtained from the Homeless Liaison for the Haverhill Public School District.

Temporary residence in the City of Haverhill, solely for the purpose of attending a Haverhill public school is not considered “residency.”

Proof of City of Haverhill Residency:

Prior to a student assignment in the Haverhill Public Schools, the student’s parent, legal guardian or responsible adult must provide proof of residency in the City of Haverhill. Documents must be pre-printed with the name and address of the student’s parent, guardian or responsible adult. These documents must be presented at the school site administrative office by October 1 of each new school year. Please note that legal guardianship requires additional documentation from a court or agency. The current list of acceptable documentation that new student enrollees are required to provide will serve as the documentation for all students attending the Haverhill Public Schools.

Procedure for Annual City of Haverhill Proof of Residency:

The Superintendent shall request that each Haverhill school send out a notice twice a year informing parents and guardians of the residency enforcement policy.

- The ***first notice*** will be sent home with the final report card in June of each year giving parents ample time to return documentation by October 1. The ***second notice*** will be sent home in September at the beginning of the school year with the informational packet. These notices shall provide a brief summary of the goals of the residency policy, a list of acceptable and mandatory proof-of-residency documents, highlight a deadline of October 1 every year for the submission of acceptable copies of documents and give prominent publication to the legal and financial penalties associated with violations of the policy, including the issuance of tuition billing statements and the exact dollar amount for a full school year of tuition. The acceptable documents shall reflect a recent three-month window of time to ensure that submitted documents are relevant, accurate and valid.
- All proof of residency documentation must be submitted to the school site administrative office where a student is assigned.

- Each school’s administrative office shall receive, review and maintain proof-of residency records for every assigned student. Any family failing to provide the acceptable and authorized documentation by October 1 shall be reported to the Superintendent or designee for follow-up investigations.
- The Superintendent or designee shall send out written warning letters to these families, informing them of the requirements of the residency enforcement policy and will request proof-of-residency documents to be submitted immediately or else be obligated to pay full tuition billing statements.
- Parents and guardians shall have the right to appeal to the Superintendent, but only insofar as to confirm proof-of-residency.
- In the event that parents and guardians acknowledge that their student is attending the school system as an out-of-district student, they will be given one business week to remove the student from the school system or be responsible for paying the tuition bill for the full school year.
- The Superintendent shall provide an annual written report to the School Committee at the first meeting of October that provides: 1) number of students for which families failed to provide sufficient documentation, and 2) overview of efforts to send out warning letters and tuition billing statements
- Lastly, the Superintendent shall send home a letter to all families that have failed to provide proof of residency informing them the last day the student(s) may attend school.

Declaration of City of Haverhill Residency:

Custodial parents, legal guardians or responsible adults of Haverhill Public School students as well as students age 18 and older, must sign a statement saying they are actual residents of the City of Haverhill (See Affidavit).

They must also agree to notify the Haverhill Public Schools if they move during the school year.

Enforcement of the Residency Requirement:

When the school department suspects that a family of a current Haverhill Public School student lives outside of Haverhill an investigation will take place. The Haverhill Public Schools may suspect a student is not a resident if, for example, mail is returned due to an invalid address, the proofs of address submitted by the parent are inconsistent or suspicious, or for other reasons upon the discretion of the Superintendent or designee.

What will happen to students who violate the residency enforcement policy?

Students found to be in violation of the residency policy may be dismissed immediately from the Haverhill Public Schools and parent(s) or guardian(s) may be liable to the Haverhill Public Schools for the student’s tuition for the full academic year(s). The Haverhill Public Schools may also impose other penalties on the family such as legal fees incurred by legal action and the withholding of certain scholarships and prizes. All applicants must reside in our City (Massachusetts General Laws, Chapter 16 sec 5 provides... Every person shall have a right to attend the public schools of the City where he/she actually resides, subject to the following section. No school committee is required to enroll a person

who does not actually reside in the City unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the City of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. Amended by st. 1971, c.622, c.l; st.1973, c.925, s.9A, st.1993, c.282; st.2004, c.352, s.33.)

Reporting Hotline:

The Superintendent shall establish a hotline for the purpose of allowing for confidential calls regarding out-of-district students not currently authorized to attend our public schools. This hotline shall be advertised on the school district channel and website, and shall be included in the Superintendent’s notice sent home to parents and guardians. The Superintendent shall provide a monthly report to the School Committee based on the following tracking information:

- Number of calls made to the hotline providing verifiable information (vehicle identification, specific bus stop, etc.?)
- Number of calls investigated by the Superintendent or designee with verifiable information
- Number of students found to be in violation of the residency policy based on the results of the investigation

If an investigated case is found not to be in violation of the residency rules, the Superintendent or designated representative shall provide a written summary of how the investigation was conducted without identifying the complainant or compromising the privacy of any party being investigated.

Upon final approval of the residency enforcement policy, the Superintendent shall take every reasonable step to promote the policy language and goals via the school district channel and website, through notices and flyers sent home to parents and guardians, through outreach to PTOs and other school based organizations and through official press releases to area media outlets.

The main goal of the residency enforcement policy is to ensure that every parent, guardian and student is abiding by the School Committee’s vote when they choose not to participate in school choice within the district. The Haverhill School Committee votes every year at a public meeting on school choice. A direct and positive result of this residency enforcement policy may be an overall cost-savings to the district and a subsequent reduction in class sizes, which should be encouraged and welcomed by all staff, faculty, parents, guardians and Haverhill taxpayers.

LEGAL REFS.: M.G.L. 16:5, McKinney-Vento Act Approved: February 11, 2016