

***Middleton Elementary  
Schools***

***Fuller Meadow School***

***Howe-Manning School***

Parent-Student Handbook

2008-2009

Visit us at:

[www.tritownschoolunion.com](http://www.tritownschoolunion.com)

[www.middletonps.org](http://www.middletonps.org)

## Notice of Non-Discrimination

All programs, activities, and employment opportunities engaged in by the Middleton Public Schools are offered without regard to race, color, sex, religion, national origin, sexual orientation or disability.

The Title VI, Title IX and Section 504 Coordinator for the Middleton Public Schools is:

Bernard F. Creeden, D.ED., Superintendent

28 Middleton Road

Boxford, MA 01921

Tel: 978-887-0771

Fax: 978-887-8042

The information provided in this handbook serves to inform parents on the policies and procedures adopted by the Middleton School Committee pursuant to applicable federal and state laws regarding the public education of children. The term “parent” refers to a parent or legal guardian (see section 10.6.1) of a child receiving education in the Middleton public elementary schools. Parents should review this manual in detail and discuss the rules and procedures with their child for a thorough understanding of the policies.

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*Dear Members of the Fuller Meadow and Howe-Manning School Communities,*

*As we enter into the 2008/2009 school year, we as your School Committee members would like to take this opportunity to welcome one and all. The Middleton School Committee believes that active participation of the entire community in the affairs of our schools is essential if the school system and the community are to maintain mutual respect and work together to continually improve the quality of education for Middleton students. While the School Committee acts directly as the policy-making body relative to the general education, it does not wish to operate in a vacuum. It relies on the counsel and support of the community at large.*

*Formal meetings are held twice a month on the 2nd Thursday and 4th Monday at the Nathan Media Center (library) in the Fuller Meadow School. All meetings are open to the public and anyone who wishes is encouraged to attend. The meetings are also televised on Channels 10 and 22. Agendas and minutes, as well as other important documents, can be found on the Tri-Town School Union website at [www.tritownschoollunion.com](http://www.tritownschoollunion.com).*

*This handbook contains information on school schedule (calendar, testing, and report cards), our academic program, and school policies. When reviewing this handbook, please note that this year's version includes the revised dress code policy, new lunch rate information, special education discipline policy (per Department of Education directive), and updated information on prescription medication administration.*

*We extend to you all our very best wishes for a positive school experience in the coming year, and again encourage your participation in making our schools the very best they can be.*

*Sincerely,*

*The Middleton School Committee*

## 1.0 MIDDLETON SCHOOL COMMITTEE MEMBERSHIP

### 1.1 MEMBERS

Teresa Buono  
25 Dixey Drive  
777-0515  
[teresabuono@comcast.net](mailto:teresabuono@comcast.net)  
Term expires: 2009

Deirdre Donarumo  
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762-0916  
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Term expires: 2009

James Pearl  
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[jpearl4@comcast.net](mailto:jpearl4@comcast.net)  
Term expires: 2009

Rock Mastrangelo  
7 Thornton Circle  
762-3988  
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Term expires: 2010

Richard Harris  
11 Fuller Road  
646-9535  
[rj.harrisjr@comcast.net](mailto:rj.harrisjr@comcast.net)  
Term expires: 2011

### 1.2 SCHOOL COMMITTEE RESPONSIBILITIES

(Under the Educational Reform Act of 1993)

1. Appoint, evaluate, and dismiss the superintendent
2. Approve the appointment of assistant superintendents
3. Review and approve all budget items
4. Develop policy and educational goals
5. Establish performance standards for teaching staff
6. Negotiate contracts for all collective bargaining units
7. Negotiate contracts for superintendent, central office administrators, and principals
8. Comply with all laws relative to the operation of the public schools and any regulations of the Board of Education authorized in the legislation

9. Review and approve the process for choosing school council representative where required
10. Review and approve the school council's school improvement plan

## **2.0 STAFF DIRECTORY**

### **2.1 TRI-TOWN SCHOOL UNION STAFF**

**Dr. Bernard F. Creeden, Superintendent**

28 Middleton Road, Boxford, MA 01921

[bcreeden@tritownschoolunion.com](mailto:bcreeden@tritownschoolunion.com)

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**Sharon Lyons, Director of Special Education**

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**Steven Greenberg, Director of Finance & Human Resources**

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**Stephen Clifford, Director of Facilities**

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Fax: 978-887-8042

\*Information on office staff for the elementary schools is provided on the following page. Please refer to our website [www.middletonps.org](http://www.middletonps.org) and to the MPTO student directory distributed in the early months of the school year for a complete listing of all teachers and staff.

## 2.2 MIDDLETON ELEMENTARY SCHOOL ADMINISTRATION

### **Dr. Malvena M. Baxter, Principal, Fuller Meadow School**

143 South Main Street, Middleton, MA 01949

Office Staff: Joan Garber, Gail Nicholls

School Nurse: Dale Marshall, R.N.

Phone: 978-750-4756

Fax: 978-777-3352

[mmbaxter@fm.middletonps.org](mailto:mmbaxter@fm.middletonps.org)

*The Principal's schedule is 7:50 a.m. to 4:00 p.m.*

### **Michelle Fitzpatrick, Principal, Howe-Manning School**

26 Central Street, Middleton, MA 01949

Office Staff: Teri Ellis

Donna Rucolo

School Nurses: Marie Perkins (M,W,F)

Jan Pazar (T,Th)

Phone: 978-774-3519

Fax: 978-774-4959

Home ph: (978) 687-8001

E-mail: [ELLISFITZ@aol.com](mailto:ELLISFITZ@aol.com) or [mfitzpatrick@hm.middletonps.org](mailto:mfitzpatrick@hm.middletonps.org)

*The Principal's schedule is 7:50 a.m. to 4:30 p.m.*

### **Charlene Malek, Special Services Coordinator**

Fuller Meadow School

Phone: 978-750-4756

Fax: 978-777-3352

### **John Lyons, Special Services Coordinator**

Howe-Manning School

Phone: 978-774-3519

Fax: 978-774-4959

### **Deb Hale, Curriculum Coordinator**

Fuller Meadow School

Phone: 978-750-4756

Fax: 978-774-4959

Howe-Manning School

Phone: 978-774-3519

Fax: 978-774-4959

### **Ellen Best, Pre-School Director**

Fuller Meadow School

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Fax: 978-777-3352

### **Tynne Sweeney, Food Service Director**

143 South Main Street, Middleton, MA 01949

Phone: 978-750-4756

Fax: 978-777-3352

## **3.0 EMERGENCY INFORMATION**

### **3.1 EMERGENCY FORMS**

In September of each year, every child will bring home an Emergency Form to be completed and returned to school immediately. These forms are kept confidential. Please remember to include phone numbers where you can be contacted at work. It is also very helpful to indicate on the card which parent/guardian is to be contacted first. If you plan to go away for the day, kindly inform the school office how you may be reached in case of an emergency. If you have an unlisted phone number, please include it and indicate that it is unlisted. We will honor your privacy. **If you change jobs or your emergency contact people have changed, let the school know right away.**

### **3.2 No SCHOOL SIGNAL**

In the event of stormy weather or other unforeseen emergencies, a joint decision will be made as to closing the Tri-Town elementary schools and Masconomet for the day or to have a delayed opening. The no school announcement or the delayed opening announcement will be broadcast over radio stations WBZ (1030 AM), WESX (1230 AM), WBUR (90.9 FM), during television broadcasts on Boston Channels 4, 5, 7, and 25, and on Middleton's school cable Channel 22.

Our schools utilize the NTI Connect-Ed system, a school-to-parent communication system. It allows us the ability to send personalized telephone messages to your family's home, work, cell phones and email addresses. Connect-Ed enables us to communicate, directly to every family, information of an important or urgent nature with very short notice. In the event of no school, parents will be contacted via this system. At the beginning of the school year, you will be asked to complete a form letting us know the various ways you would like to be contacted via Connect-Ed. Please read and respond carefully as this is an invaluable way to communicate between school and home.

During stormy or extremely cold weather, parents are urged to exercise their own judgment in sending their children to school.

### **3.3 EMERGENCY CLOSING**

Should it be necessary to close school for stormy weather, loss of power, loss of heat, or any other emergency situations, parents will be contacted via the Connect-Ed system. Emergency closings have been infrequent. However, it is wise to make specific plans for your child as to what he/she should do if you are not at home at such a time. In addition, parents are asked to submit a written copy of those plans in September. This will help us to ensure that your child is properly cared for in your absence.

In case of early closing of the school session, the same radio stations used for the no school or delayed opening announcements will be requested to broadcast the early dismissal time.

### **3.4 FIRE DRILLS**

Fire drills are conducted periodically throughout the year. Thus, in an emergency, the children are well-trained to evacuate the building in short time. Usually, it takes less than one-and-a-half minutes to evacuate all children and personnel from the building.

## **4.0 COMMUNICATION**

### **4.1 GENERAL**

Middleton Elementary Schools encourage an open dialogue between staff and parents/guardians. We strive to provide parents with information on the education their children are receiving, the activities their children are performing, and any other pertinent information relating to the child's overall well-being.

The schools maintain a website, [www.middletonps.org](http://www.middletonps.org), which provides relevant contact information for the parents, including important phone numbers and teacher

information pages and links to the MPTO and Town of Middleton websites. Also, the Tri-Town School Union hosts a webpage at [www.tritownschoolunion.com](http://www.tritownschoolunion.com) with links to information on the Middleton School Committee, Middleton School Building Committee, and other relevant state and federal educational web pages.

#### **4.2 PARENT CONFERENCES**

Communication between the school and home is a vital part of the educational process. To facilitate times for parents, the teaching staff of the Middleton Public Schools is available for parent conferences before, during, or after school hours. Additionally, the early release days of December 10 and December 11 are devoted to conferences.

For parents who are unable to arrange a conference with their child's teacher due to unusual circumstances, teachers are available, by appointment, one evening per month during the months of November, January, February, March, and April. Please contact your child's teacher if such an appointment is necessary.

#### **4.3 COMMUNICATION OF SPECIFIC ISSUE**

When concerns arise regarding a child in the classroom, whether it pertains to marks, homework, teacher/student relationships, etc., the following procedure is school policy and is to be followed (in this order):

1. Parents should first contact the teacher directly.
2. Parents and teacher should discuss the concern and work together towards a resolution.
3. If, after a reasonable amount of time, the issue is not resolved, the parents should contact the principal.
4. A meeting involving the parents and the principal should be held.

5. If a satisfactory solution is not arrived at, the parents may contact the Superintendent.
6. If resolution at this level does not occur, parents may appeal to the School Committee through the formal process by contacting the Superintendent or Chairman of the School Committee.

At each step, the parents should allow time for the changes to take place. It is understood that a reprisal to the student, parents, or teacher would be inappropriate during the process of problem resolution.

#### **4.4 COMMUNICATION OF A COMPLAINT**

1. If a problem develops and it is important, be sure you have accurate information and contact the teacher or administration
  - Ascertain true facts in the incident(s)
    - ✓ Realize that children sometimes exaggerate or are confused.
    - ✓ Consult directly with the person(s) involved in the incident.
    - ✓ Counteract false and misleading stories of school.
  - Support the authority and personnel of the school.
    - ✓ Place yourself in the position of the school personnel.
    - ✓ Give the school personnel the benefit of the doubt in questionable cases.
2. Be understanding. There is a wide variety of opinions in the way any situation should be handled within the school.
  - Determine exactly how the situation was handled in the school.

- Determine the possible outcome of the situation(s) if it were handled otherwise.
3. Register complaints with appropriate school authorities in the following order as outlined above: teacher, principal, superintendent, school committee.

#### **4.5 COMMUNITY RELATIONS**

A strong and effective public relations program must be maintained if our educational program is to operate as efficiently as possible. This responsibility is shared equally between the schools and the parents. Adherence to school policies and procedures by both staff and parents ensures an open line of communication and sets a positive example for students to follow.

There are many opportunities for parents to become involved in the school's activities through volunteer opportunities. These opportunities may be one-time commitments such as classroom presentations or a regularly scheduled activity such as a library aide, writing tutor, office aide, supervisor of a recess activity, etc. Volunteer opportunities are posted in each school's weekly memo, on the school's website, and on the MPTO's website. The MPTO offers a variety of volunteer opportunities both during and after school to allow parents to fit these activities into their work schedule.

When working with the students, even on a volunteer basis, it is important to maintain student confidentiality to ensure each student's privacy, as prescribed by law. Prior to volunteering, parents/guardians are required to complete a confidentiality form. These forms may be obtained in the principal's office at either school. This form will be maintained by the Tri-Town School Union office and is required to be updated every three years. In addition, Massachusetts law mandates that volunteers complete a Criminal Offender Record Information (CORI) form prior to beginning their volunteer activity. These procedures are designed to ensure the safety of all of our students. All records remain confidential.

School Hours and Schedule

#### 4.6 REGULAR SCHEDULE

Children begin to enter the building	8:30 a.m.
School academics begin	8:45 a.m.
School closes	3:00 p.m.
On early release days, school closes	12:10 p.m. or 1:15 p.m.
Before School Program (held at the Fuller Meadow School on a user-fee basis for K-6 students)	7:00 a.m. to 8:30 a.m.
After School Day Care Program (held at the Fuller Meadow School on a user-fee basis for K-6 students)	3:00 p.m. to 6:00 p.m.

#### 4.7 EARLY RELEASE DAY SCHEDULE: 2008-2009 SCHOOL YEAR

<u>Date</u>	<u>Time</u>	<u>Day of Week</u>	<u>Reason</u>
November 26	* 12:10 p.m.	Wednesday	Thanksgiving Recess
December 10	* 12:10 p.m.	Wednesday	Parent Conferences
December 11	* 12:10 p.m.	Thursday	Parent Conferences
May 4	1:15 p.m.	Monday	Staff Development

\*Kindergarten through Grade 6 students do not eat lunch on 12:10 p.m. early release days.

## 4.8 SCHOOL CALENDAR

### School Hours

**8:45 a.m. – 3:00 p.m.**

T = Teacher Day (No Students)  
 NS = No School (Holiday/Vacation)  
 ER = Early Release  
 ( ) = Make-Up Day

Approved: 2/11/08

REVISED: 8/25/08

### SEPTEMBER 2008

S	M	T	W	Th	F	S
	NS	T	T	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/1 – No School (Labor Day)  
 9/2 – Teacher Day  
 9/3 – Teacher Day  
 9/4 – School Opens Gr. 1-6  
 9/8 – School Opens for Kindergarten  
**(19 school days)**

### OCTOBER 2008

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	NS	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10/13 - No School (Columbus Day)

**(22 school days)**

### NOVEMBER 2008

S	M	T	W	Th	F	S
						1
2	3	T	5	6	7	8
9	10	NS	12	13	14	15
16	17	18	19	20	21	22
23	24	25	ER	NS	NS	29
30						

11/4 – \*Teacher Day  
 11/11 – No School (Veterans Day)  
 11/26 – Early Release 12:15 (NO LUNCH)  
 11/27 – No School (Thanksgiving Break)  
 11/28 – No School (Thanksgiving Break)

\*Presidential Election

**(16 school days)**

### DECEMBER 2008

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	ER	ER	12	13
14	15	16	17	18	19	20
21	22	23	NS	NS	NS	27
28	NS	NS	NS			

12/10 - Early Release 12:10 p.m.  
 Parent Conferences (NO LUNCH)  
 12/11 – Early Release 12:10 p.m.  
 Parent Conferences (NO LUNCH)  
 12/24 – 1/2 – No School (Winter Vacation)

**(17 school days)**

### JANUARY 2009

S	M	T	W	Th	F	S
				NS	NS	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NS	20	21	22	23	24
25	T	27	28	29	30	31

1/1 – 1/2 – No School (Winter Vacation)  
 1/19 – No School (Martin Luther King Day)  
 1/26 – Teacher Day

**(18 school days)**

### FEBRUARY 2009

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	NS	NS	NS	NS	NS	21
22	23	24	25	26	27	28

2/16 – 2/20 – No School (February Vacation)

**(15 school days)**

### MARCH 2009

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**(22 school days)**

### APRIL 2009

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	NS	11
12	13	14	15	16	17	18
19	NS	NS	NS	NS	NS	25
26	27	28	29	30		

4/10 – No School (Good Friday)  
 4/20 – 4/24 – No School (April Vacation)

**(16 school days)**

### MAY 2009

S	M	T	W	Th	F	S
					1	2
3	ER	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	NS	26	27	28	29	30
31						

5/4 – Early Release 1:15 p.m.  
 LUNCH SERVED  
 5/25 – No School (Memorial Day)

**(20 school days)**

### JUNE 2009

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	(22)	(23)	(24)	(25)	(26)	27
28	29	30				

180<sup>th</sup> Day = 6/19  
 5 Make – Up Days  
 (6/22,23,24,25,26)

Last Day of School  
 Early Release 1:15 p.m.

**(15 school days)**

Fuller Meadow School (PK-3)  
 978-750-4756  
 Howe-Manning School (4-6)  
 978-774-3519

**Websites:**  
[www.middletonps.org](http://www.middletonps.org) (School)  
[www.tritownschoolunion.com](http://www.tritownschoolunion.com)  
 (Superintendent's Office)

## **5.0 SCHOOL ENROLLMENT**

### **5.1 AGE OF ADMISSION**

A child must be a resident of the Town of Middleton to be enrolled as a student.

Children entering Kindergarten must reach their fifth birthday before September 1 of the year in which they enroll. Registration for Kindergarten will be held in February. All registrants will be administered a screening test in September of the year they attend Kindergarten.

Children entering Grade One without previous successful public school kindergarten experience must reach their sixth birthday before September 1 of the year in which they enroll. School administrators will arrange for evaluation procedures, on request, in those instances where parents question the readiness of the child to enter Grade One without kindergarten experience.

When a child transfers into our school system, the grade placement of the previous school system is honored. If a reasonable period of adjustment, testing, and teacher evaluation indicates that the child is incorrectly placed, the child will then be placed at a grade level in which he/she is able to do satisfactory work.

### **5.2 CLASSROOM ASSIGNMENT**

The principal is responsible for the classroom assignment of children at the beginning of the school year and for children transferring into the school during the school year. In making classroom assignments, the principal will consider the following:

1. The factors that will provide the most efficient and effective classroom program for all the children at a given grade level and for the school in general.
  - balance of class size at grade level

- the placement of special needs and academically able children
- appropriate instructional grouping
- appropriate balance of boys and girls
- the social dynamics of the group
- other specifics relative to the effective operation of the school

2. The educational recommendations of the present classroom teacher.

If factors exist that should be considered in making classroom assignments, parents should bring them to the attention of the school principal in writing before May 1<sup>st</sup>. Parent input should describe the learning style and needs of their child. This will be considered by the principal in making the final decision on classroom assignment. Requests simply for placement with a specific teacher are not an appropriate part of the placement process.

### 5.3 STANDARDIZED TESTING

#### Schedule – 2008-2009

April 6 through April 9, 2009	Stanford 10—Grade 2
March 30 through April 14, 2009	MCAS Reading—Grades 3-6 MCAS Language Arts—Grades 3-6 MCAS Long-Form Composition—Grade 4
May 11 through May 28, 2009	MCAS Math—Grades 3-6 MCAS Science—Grade 5 MCAS Social Studies—Grade 5

- Stanford 10 (Stanford Achievement Test Series, 10<sup>th</sup> Addition) is a multiple choice test to assess reading and math skills. It is administered in second grade as a precursor to the MCAS testing.

- MCAS (Massachusetts Comprehensive Assessment System) is a state law that requires **all** students in the Massachusetts public school system (grades K-12) to be tested to measure academic performance based on the learning standards in the Massachusetts Curriculum Frameworks. The MCAS was established to satisfy federal No Child Left Behind (NCLB) requirements. The MCAS serves as one basis of accountability by measuring performance for individual students, schools, and districts.

#### **5.4 KINDERGARTEN SCREENING**

As mandated by Massachusetts General Laws Chapter 766, all children entering Kindergarten are screened to evaluate motor, cognitive, visual, perceptual, and language development. Kindergarten screening is completed before October 1<sup>st</sup> with results sent home to parents.

### **6.0 SCHOOL POLICIES AND PROCEDURES**

#### **6.1 ATTENDANCE**

The education of children is a responsibility shared by school and parents.

Teachers and parents work to develop characteristics important in the educational growth of children. Proper work habits are essential to their development.

**Punctuality and regular attendance are expected.** Two of the most critical factors in the skill development are attendance and punctuality. This applies to all members of the Fuller Meadow and Howe-Manning School community staff, and students.

Excessive absences have a negative impact on student performance. Absences in excess of 14 days per year will require contact with the school's administration to determine your child's ability to meet grade level expectations.

Regular classroom instruction is the most effective learning situation. Parents should realize that any circumstance that takes a child out of the classroom will have an adverse effect upon that child's educational program. It is for this reason that the

system cannot look with approval upon absences for non-medical or non-emergency reasons.

In the event of medical or emergency absences, the teachers will work cooperatively with the parents to provide assistance during the absences and after the child's return to school to minimize the educational loss to the student.

Absences for reasons other than medical or family emergencies should be avoided. School vacations are planned at appropriate intervals during the school year so parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for the missed instruction. Therefore, teachers will not provide assignments to be completed during the period of absence. **Parents who voluntarily take their children out of school for vacations are assuming the responsibility for their children's educational program, and children will not be entitled to extra help sessions given by staff to review work missed.** Students will have two weeks to make up assignments provided to them by staff upon their return to school.

Parents are required to call the main office of the school when a student will be absent. If no call is received, the school will attempt to call the parent between 9:10 a.m. and 9:40 a.m. A child reporting to school late must stop at main office to let the secretary know of his/her arrival.

Whenever possible, parents are requested to make appointments with physicians, dentists, or for any special lessons after school hours.

When a child is being dismissed during the school day, the parent must report to the school office to sign-out and pick up the child. If the child is returning to school the same day, he/she is expected to report to the school office for re-admission.

Children who are not in school for at least half of the school day will be marked as "absent".

## **6.2 TARDINESS**

Children need to be to school on time. Children enter the building with their classmates at 8:30 a.m. as directed by the teachers on before-school duty. Once at their classrooms, children have a short time to settle in while the teacher greets them and takes attendance and lunch count. Their academics begin at 8:45 a.m. Children in their rooms after 8:45 a.m. are tardy. Continued tardiness may become a DSS issue.

Being settled in by 8:45 a.m. means no missed learning opportunities, providing your child with the greatest chance of success. It helps provide a sense of routine and structure which creates a sense of security for children, reducing anxiety and increasing focus. In addition, beginning the school day with others helps some children with personal control because they are immediately a part of the classroom community and are comforted by the connectedness and routine.

Finally, learning to be on time teaches personal responsibility and respect for guidelines established by others—necessary understandings for success throughout life.

## **6.3 ENTERING SCHOOL**

Supervision begins at 8: 30 a.m. Student arriving prior to 8:30 a.m. that are not part of the before-care program will line up at the front doors. Students should not be left unattended by a parent prior to 8:30 a.m. At 8:30 a.m. doors will open and students will enter the school immediately and pass to their classrooms. There are teachers throughout the school hallways to monitor the student’s progress to the classroom.

During the first few weeks of school, Kindergarten teachers will accompany the students from the busses to the classrooms. Once they are familiar with the school and the procedures, Kindergarten students will proceed to their classrooms once arriving at the school.

Teachers on duty supervise entry into school and in the classrooms.

## **6.4 LEAVING SCHOOL**

At the close of school, 3:00 p.m., all students remain in their class for dismissal.

Students are dismissed via the intercom system according to their bus number.

Students who are to be picked up are dismissed before the bus students. Pick-up at Fuller Meadow School is done in the cafeteria and pick-up at Howe Manning School is done in the gymnasium. For safety reasons, children must remain inside the building until picked up by their parent or other guardian designated by the parent.

Those picking up students at Fuller Meadow are asked not to arrive before 2:30 p.m., to park in visitor parking spots without blocking other vehicles, and to sign the child out immediately upon entering the cafeteria. The teacher in charge of pick-up duty will not allow children to leave the building without an adult. Pick up at Howe-Manning School is done in the gymnasium. Parents should park at the designated areas at the end of Central Street or at the rear parking area behind Howe Manning. Parents are asked to enter the building and report immediately to the pick-up area, where the student will be waiting for pick up. All other students will remain in their classrooms (at Fuller Meadow) or in the cafeteria (at Howe Manning) until their bus number is called.

Unless it is an emergency, please do not call the school after 2:00 p.m. with a change in your child's dismissal for that day.

Students are expected to leave the school grounds and go directly home.

Students should not re-enter the school unless they are taking part in a supervised activity scheduled in the school.

Children are not permitted to travel on busses other than their own unless a regularly scheduled day care arrangement has been approved. We will not honor sporadic day care arrangements or play dates.

Any changes to a student's regular release arrangements must be communicated in writing by a note sent in with the student that day. A release form is available for parents to complete if a child will be released from school in a manner that varies from his/her usual release practice. This form will be provided to parents in the child's information packet at the beginning of school and may be downloaded from the school's and the MPTO's websites.

## **6.5 WALKERS AND BIKE RIDERS**

Please start your children on the way to school so their arrival will be no sooner than 8:30 a.m. They should follow the eight rules for safety when walking or riding to school.

1. I always check first with my parents or the person in charge before I go anywhere or get into a car, even with someone I know.
2. I always check first with my parents or a trusted adult before I accept anything from anyone, even from someone I know.
3. I always take a friend with me when I go places or play outside.
4. I know my name, address, telephone number, and my parents' names.
5. I say no if someone tries to touch me or treat me in a way that makes me feel scared, uncomfortable, or confused.
6. I know that I can tell my parents or a trusted adult if I feel scared, uncomfortable, or confused.
7. It's OK to say no, and I know that there will always be someone who can help me.
8. I am strong, smart, and have the right to be safe.

To ensure the welfare of each and every student walking to school, the Chief of the Middleton Police Department asks that you obey the following rules:

1. Route 114 Crossing - a crossing light is located on the corner of Rte.114 and Lake St. and all students walking to and from school must cross with the pedestrian light at the crosswalk. Students on Route 114 have been assigned a bus.
2. Route 62 Crossing – There is no crossing guard near the church on Route 62. All students have been assigned a bus.

A permission form is required from parents/guardians for all students who ride bikes or scooters to and from school. When leaving school, bike and scooter riders must wait until all buses have left the school grounds. Students should walk bikes and scooters across the street obeying the crossing guard's directions. Students riding bicycles or scooters to and from school should heed the rules of the road and cross only at the crosswalks. Bike riders are subject to the same rules as drivers of automobiles. It is a Massachusetts law that bike riders wear a helmet. For security reasons all bikes and scooters should be secured with a lock. Upon arrival at school, students are to park their bikes and scooters immediately in the designated bike rack and assume the responsibilities of a walker. This means **GO TO THE FRONT OF THE BUILDING AND WAIT TO BE ADMITTED INTO SCHOOL.**

**Please note:** Students bringing scooters to school must have a lock and chain so they can go in the bike rack. **SKATEBOARDS CANNOT BE BROUGHT TO SCHOOL.**

## **6.6 BUILDING SECURITY**

Both elementary schools have a security system. Doors are locked at 9:00 a.m. Parents/Guardians and students who come in after that time will have to be buzzed in by the secretary. Buzzers are located at the front door at Fuller Meadow and to the right of the front door at Howe Manning. This is the only access to the building

during school hours. Doors will be open again at 3:00 p.m. briefly for dismissal and locked again. All visitors must report directly to the office to sign in for a visitor pass.

**Visitor passes must be obtained and returned every time you enter the building.** This is for the safety of our children, as well as an accounting of visitors should an emergency occur.

## **6.7 VISITORS**

Visits to schools by parents and by other citizens are encouraged. To ensure that parents have the opportunity to visit their child's instructional program, be non-disruptive for all students, and provide for the safety of the children, the following conditions are to be observed:

1. Upon entering the building, visitors must proceed directly to the office, where they will be required to sign in, indicating name, purpose, date, and time. Visitors are required to wear a visitors' badge at all times while in the building. Badges are to be returned at the end of the visit and indicate a sign-out time.
2. A parent or citizen who wishes to visit classrooms while instruction is in progress should give the principal 24-hour notice of such intended visit, except on such days as blanket invitations have been extended to parents for special visitation days. If the planned visit is not at an appropriate time, the visit will be re-scheduled to a time mutually agreeable to the visitor, the teacher, and the principal. Small children are not allowed to accompany adult visitors.
3. While visiting in the classroom, a visitor should not in any way interrupt the class or the teacher. If the visitor desires to ask questions or confer with the teacher, he or she should contact the teacher at a later time for an appointment.
4. In order not to interfere with the education of the students or the school program, the principal and/or an administrator of special education, in the

case of special inclusion classrooms, shall have the right to restrict the number of visitors to a classroom.

5. When a visitor leaves the classroom, he or she must return directly to the principal's office before leaving the building and record the time of departure in the logbook.

The principal shall have authority to exclude from the school premises any person he or she has reason to believe is disrupting the educational program, the children, or the teachers.

## **6.8 TRANSITION PERIODS**

Teachers must accompany students when moving from one location in the building to another.

Students should observe the following procedures during transition times:

- Proceed Quietly
- Walk
- Keep to the right, and stay in a line which is never more than a double line width
- Keep hands and other objects off the walls

## **6.9 ASSEMBLIES**

Our school facilities accommodate a limited number of guests when our entire student body is present. Therefore, we ask you to understand the fire safety restrictions which limit the audience.

## 6.10 DELIVERY OF ARTICLES

If it is necessary to bring articles of clothing, lunches, instruments, etc., for a student to school during the day, they should be left in the principal's office and not brought to the classrooms.

## 6.11 USE OF THE TELEPHONE

There are no public telephones in the building. Therefore, the children's use of the school's telephone must be restricted. In order to keep school lines open, **we must restrict student calls to before 8:45 a.m. and at lunchtime only, unless approved otherwise by the Principal.** Only in emergencies will students be able to make calls at break or after school. Students will only be allowed to use the telephone at lunch after they have logged in a reason for the call that is acceptable to either the secretary or aide covering the office. Please try to make this clear to your child so that she/he will get into the habit of planning their after-school activities with you and their friends in advance.

## 6.12 MESSAGES

Your child should bring any written messages to his/her teacher when he/she arrives at school in the morning. The school secretary will take telephone messages regarding your child. Your child's teacher may not get this message until the school day is over. **If the message regards a change of plans on a parent/guardians' part the secretary can only ensure your child gets the message if you call prior to 2:00 p.m.** Only for emergencies will the secretary interrupt a teacher in the classroom.

## 6.13 PERSONAL PROPERTY IN SCHOOL

Ordinarily, students should bring to school only those items of personal property necessary to complete class assignments successfully. Teachers may grant specific permission for items needed for special projects. Certain items of personal property are not appropriate for use in school, on the playground, or on the school buses for academic, safety, and security reasons. While it is not possible to make an official

or exhaustive list of inappropriate items, certain categories of personal property are not allowed at school or recess and include: skateboards, iPods, MP3 players, other radios, squirt guns, electronic games (i.e., Gameboy, Nintendo, etc) trading cards, and the like. **Children carrying cell phones for after school use must shut them off during school hours and leave them in their backpack during the school day. Under no circumstances are camera attributes on cell phones or digital cameras allowed at school without prior authorization by the student's teacher and for curriculum purposes only.**

#### **6.14 CARE OF MATERIALS**

Children are responsible for the care and return of school books and materials used at home. It is recommended that children have a specific place at home for keeping their school materials and for doing their homework. It is expected that lost or damaged books will be paid for so that replacements can be obtained.

#### **6.15 SUMMER BOOK LOANS**

Occasionally, books are loaned for the summer for extra practice and drill purposes. In such cases, a deposit of \$10, in check form, may be requested. The check will be returned to the borrower upon return of the book.

#### **6.16 GIFTS**

The Fuller Meadow and Howe Manning teachers and staff, as well as the School Committee, shall consider, as always, the writing of letters of appreciation to staff members to be appropriate and welcome ways of expressing gratitude. Letters of appreciation forwarded to school administration become part of a staff member's personnel file as evidence of exceptional service provided to our school community.

Personal gifts of nominal value (no more than \$15.00), when given by the students to the teacher for special occasions, will be allowed but not opened during school hours. Gifts from parents to the classrooms for curriculum support (i.e. books, school supplies, etc.) will be permitted.

Solicitation of monies by parents from other parents (i.e., via a class telephone call chain, email address list, or notes in backpack) for personal gifts to teachers and staff shall be prohibited. Acceptance of any gifts or donations by members of the school staff from commercial agencies is strongly prohibited.

The practice of student gift swaps or grabs is prohibited. This does not include the practice of exchanging Valentine's or student made items.

In all cases, the cumulative value of any personal gift or donation to staff shall not exceed \$50.00. These monetary limitations are established under Massachusetts General Laws Chapter 268A. Gifts in excess of this value are legally prohibited and can lead to serious consequences for teachers and staff.

#### **6.17 PARTY INVITATIONS**

Unless the entire class is being invited to a party, invitations may not be distributed in school. Parents must mail the invitations. The school is not allowed to give out student addresses and telephone numbers.

Children are allowed to celebrate their birthdays with their classmates. Parents are asked to contact the child's teacher in advance to make arrangements. Any food brought into the classroom to help the child celebrate should follow the guidelines of our food allergy policy (see section 13.8).

#### **6.18 LOST AND FOUND**

Unclaimed clothing, toys or lunch boxes are placed in the "Lost and Found" box. Money, watches, and jewelry are turned into the secretary. Have students check the Lost and Found box for missing articles. All articles not claimed by Christmas vacation and at the end of the year will be donated to charity.

#### **6.19 PICTURES**

A professional photographer comes to the Middleton Public Schools twice a year at Fuller Meadow and once a year at Howe Manning to take your child's picture.

Individual pictures are taken in the fall, and class pictures are taken in the spring. You will be notified several days in advance. The purchase of pictures is optional.

## **6.20 ANIMALS IN SCHOOL**

Upon prior approval of the building principal, only animals in cages may be brought into the classroom for educational purposes. This must be done within the appropriate guidelines for the animal and set forth by the teacher and Principal. It should be noted that animals are not to be transported via the school bus. If approval is obtained, parents must transport the animal to and from the school. Under no circumstances are dogs or cats allowed in the building.

## **7.0 SUMMARY OF POLICIES GOVERNING THE ADMINISTRATION OF PRESCRIPTION MEDICATIONS IN SCHOOLS**

### **7.1 DEFINITIONS**

PRESCRIPTION MEDICATIONS means any medication that by federal law may be obtained only by prescription.

LICENSED PRESCRIBER means a health care provider who is legally authorized to prescribe medication pursuant to M.G.L. c. 94C and applicable federal laws and regulations.

### **7.2 SHORT TERM MEDICATIONS (10 SCHOOL DAYS OR FEWER)**

1. A parent consent form must be completed.
2. A pharmacy-labeled container may be used instead of a licensed prescriber's order.
3. Pharmacy-labeled containers must contain:
  - ✓ student's name;
  - ✓ name of licensed prescriber;

- ✓ name of the medication;
- ✓ route and dosage of medication;
- ✓ frequency and time of medication administration; and
- ✓ date of the order and discontinuation date.

If the nurse has a question, she may request a licensed prescriber's order.

### **7.3 LONG TERM MEDICATIONS (MORE THAN 10 SCHOOL DAYS)**

1. A parent consent form must be completed.
2. A medication order from a licensed prescriber shall be provided and contain:
  - ✓ student's name;
  - ✓ name and signature of the licensed prescriber and business and emergency phone numbers;
  - ✓ name of the medication;
  - ✓ route and dosage of medication;
  - ✓ frequency and time of medication administration;
  - ✓ date of the order and discontinuation date;
  - ✓ diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality; and
  - ✓ specific directions for administration.

### **7.4 OVER THE COUNTER MEDICATIONS (NON-PRESCRIPTION MEDICATIONS)**

1. Medication must be in the manufacturer-labeled container and must include:

- ✓ drug name;
- ✓ dose;
- ✓ dosage interval;
- ✓ indications and contraindications; and
- ✓ potential side effects.

2. A parent consent form must be completed.

### **7.5 MEDICATION ADMINISTRATION PLAN**

The school nurse, in collaboration with the parent whenever possible, shall establish a medication administration plan for each student receiving a medication.

### **7.6 HANDLING, STORAGE, AND DISPOSAL OF MEDICATIONS**

A parent or parent-designated responsible adult shall deliver all medication to be administered by school personnel to the school nurse.

1. The school nurse shall document the quantity of the medication delivered.
2. Parents or guardians may retrieve the medications from the school at any time.
3. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.

Where possible, all unused, discontinued, or outdated medications shall be returned to the parent. Medications may be destroyed by the school nurse in extenuating circumstances. All medications will be returned or destroyed at the end of each school year.

When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible.

## **7.7 HEALTH POLICIES FOR PARENTS AND GUARDIANS**

### **7.7.1 ABSENCE FROM SCHOOL**

Parents are urged to call the school office on days of student absences or tardiness. Most schools have answering machines or staff to accept such messages. If no call is received, the school will attempt to call the parent. A child reporting to school late must report to the office to communicate his/her arrival.

### **7.7.2 EMERGENCY CARDS**

Emergency cards are to be returned during the first week of school. Emergency cards provide vital information for student care in the event of a medical emergency. If the card has two sides, both sides are to be completed by the parent and student. It is imperative that the school have this card with emergency care authorization on file for every student.

### **7.7.3 FOLLOW-UP REFERRALS FOR VISION, HEARING, AND POSTURAL SCREENING**

The Massachusetts Department of Public Health requires school nurses to maintain a record of follow-up care administered to children who have had vision, hearing, and postural screening referrals. For the benefit of students, it is recommended that follow-up care be initiated as soon as possible.

### **7.7.4 IMMUNIZATIONS**

Immunizations for diphtheria (D), pertussis-whooping cough (P), tetanus (T), measles (M), mumps (M), rubella (R), polio (OPV), hepatitis B (HepB), and chicken pox (Varicella) are required as a condition of school entrance and attendance. The MMR must be given on or after the first birthday. A physician's letter is necessary when DT is given in place of DPT for children under the age of ten. A medical

exemption may be allowed with a letter from a physician documenting that the immunization is medically contraindicated or a letter from the parent or guardian stating the immunization conflicts with religious beliefs. However, in accordance with the Massachusetts Department of Public Health Isolation and Quarantine Regulations (105 CMR 300.000), the exempted child will be excluded from school until one incubation period beyond the onset of a final case of communicable disease.

<b>MINIMUM IMMUNIZATION REQUIREMENTS</b>			
	<u>Kindergarten</u>	<u>Grades 1-6</u>	<u>Grades 7-12</u>
DPT/DT/Td*	5 doses DPT	4+ doses DPT or 3 doses Td	4+ doses DPT or 3 doses Td
Polio**	4 or more doses	3 or more doses	3 or more doses
MMR***	2 doses	1 or more doses	2 doses
HEPB	3 doses		
Varicella	1 dose		

\*DPT/DT/TD: Half doses are not acceptable. DT is only acceptable when accompanied by a letter stating there is a medical contraindication to DPT. First Td needed 10 years after last DPT and every 10 years thereafter.

\*\*Polio: Fourth dose should be administered by entry into kindergarten (4 to 6 years).

\*\*\*MMR: First dose requirement will be met if given on or after first birthday. As of September 1995, a second dose is required before entry into Kindergarten.

### **7.7.5 MEDICATION IN SCHOOL**

If a child must take medication at school, a physician shall provide written orders with the name of the drug, dose, time, and diagnosis or reason the drug is needed. The parent shall also provide a written request for the medication to be administered. **All medication must be brought to school by an adult in a container labeled by the pharmacist or doctor to be stored in a locked cabinet**

**in the Nurse's Office.** No over-the-counter medication (including aspirin and Tylenol) will be administered without the consent of the parent or guardian.

**7.7.6 INJURIES, ACCIDENTS, AND ILLNESS AT SCHOOL**

In the event of an accident or illness at school, first aid is administered by the school personnel. Depending on the age of the student, the nature of the accident or illness, the nurse will use his/her professional judgment and discretion regarding notification of parents and whether further medical treatment is necessary.

**7.7.7 OBTAINING INFORMATION FROM SCHOOL HEALTH RECORDS**

Parents may obtain copies/access to immunizations and physician reports that are part of the Health Record. Parents must sign a release form to have records forwarded to a student's new school.

**7.7.8 STUDENTS RETURNING TO SCHOOL AFTER ILLNESS**

The following guidelines are intended to give parents an understanding of when students may be ready to return to school after an illness. Refer to the following chart:

<b>GUIDELINES FOR RE-ADMISSION TO SCHOOL FOLLOWING ILLNESS</b>		
<b>DISEASE/CAUSE</b>	<b>COMMUNICABILITY</b>	<b>READMISSION TO SCHOOL</b>
CHICKEN POX (viral)	Transmitted primarily by secretions from the respiratory tract of infected persons. Communicability is from 1 day prior to the rash to 5 or 6 days after the onset of the rash.	Student may return to school a minimum of 7 days after the onset of the rash; blisters must be dry and crusted over.
COMMON COLD (viral)	Purulent or discolored nasal discharge. Temperature 99.0°F or above. Student too ill or uncomfortable to adequately function in classroom setting.  Productive cough, coughing excessively, or appears to be a hazard to the health of others.	When there is no temperature for at least 24 hours; nasal drainage clear; ceases to be threat to well being of others in class.

GUIDELINES FOR RE-ADMISSION TO SCHOOL FOLLOWING ILLNESS		
DISEASE/CAUSE	COMMUNICABILITY	READMISSION TO SCHOOL
CONJUNCTIVITIS (bacterial/viral/allergy)	<p>Transmitted by contact with the discharge from the conjunctiva or upper respiratory tract or by contaminated fingers, clothing, or other articles</p> <p>Bacterial: any time during the course of the active infection.</p> <p>Viral: up to 14 days following onset.</p> <p>Allergic: not contagious.</p>	When eyes are clear or have been on medication for 24 hours. No exclusion for allergic.
FEVER	Student with elevated temperature may be dismissed from school.	If there has been no fever in preceding 24 hours.
FIFTHS DISEASE (presumed viral)	<p>Direct contact with infected droplets.</p> <p>During: rash and fever.</p>	When fever is absent for 24 hours.
GERMAN MEASLES OR RUBELLA (viral)	7 days before rash appears to at least 4 days after the rash appears.	Minimum of 7 days after rash has appeared.
HEAD LICE/louse	<p>When lice and nits remain alive on the infested person or clothing.</p> <p>Transmitted by direct contact with infected persons and indirect contact with infected person's belongings.</p>	<p>Until hair has been properly treated and <b>all</b> nits have been removed.</p> <p>Examination by school nurse before return to classroom.</p>
HEPATITIS A	Transmitted by stool to mouth route, contaminated food or water. Greatest infectivity occurs 2 weeks before onset of jaundice.	1+ weeks after onset of illness and until jaundice has disappeared.
HEPATITIS B	Transmitted by blood, saliva and/or semen. Virus can survive on contaminated articles as long as 7 days. Communicability is from prior symptoms through acute symptom period.	With note from doctor when acute clinical symptoms are gone.
IMPETIGO (bacterial)	From onset of blisters until lesions are dry. Transmitted by direct contact.	When lesions are dry or after using medication for 24 hours.

<b>GUIDELINES FOR RE-ADMISSION TO SCHOOL FOLLOWING ILLNESS</b>		
<b>DISEASE/CAUSE</b>	<b>COMMUNICABILITY</b>	<b>READMISSION TO SCHOOL</b>
MEASLES/viral		Minimum of 4 days.
MONONUCLEOSIS (viral)	Unknown. Transmitted person-to-person via saliva.	When acute symptoms have disappeared.
ROSEOLA (viral)		When rash has gone.
RINGWORM	Transmitted by direct or indirect contact. Clean contaminated items or toys. Communicability is when lesions are present and untreated.	Once treatment with anti-fungal cream has begun. Lesions should be covered.
SCARLET FEVER (bacterial)		Fever free for 24 hours and 24 hours of antibiotic treatment prior to readmission.
STREP THROAT (bacterial)		After 24 hours of treatment with antibiotic and if no fever for preceding 24 hours.

Source: Lewis, K.D. and Thomson, H.B., Manual of School Health, Addison-Wesley, Menlo Park, CA, 1986.

## **8.0 HOMEWORK POLICIES**

### **8.1.1 PHILOSOPHY**

Homework is a valuable and appropriate extension of instructional activities initiated in the classroom. Its completion develops independent thinking and good work habits, promoting self-discipline. Assigned homework should have a definite purpose to reinforce skills, expand knowledge, and encourage creativity. This policy follows the recommendation of the Massachusetts State Assessment Program.

### **8.1.2 DEFINITION OF HOMEWORK**

Homework is a purposeful practice that is assigned primarily as a reinforcement of those lessons taught in the classroom or as an application or extension of classroom teaching.

## **8.2 RESPONSIBILITIES OF THE TEACHER, STUDENT, AND PARENT/GUARDIAN**

### **8.2.1 TEACHER**

- Assign homework that is meaningful and useful.
- Allow time for students' questions to clarify directions.
- Check assigned homework on the day it is due.
- Inform parents/guardians of their role in supervising homework.
- Communicate with pupil and parent/guardian when problems concerning homework arise.

### **8.2.2 STUDENT**

- Make sure the directions are clearly understood.
- Maintain an appropriate study environment.
- Accept responsibility for completing assignments and keeping materials in order.
- Hand in neat, accurate, and meaningful work on time.
- Budget time properly for long-term assignments.

### **8.2.3 PARENTS/GUARDIANS**

- Provide a suitable place for study.

- Establish a consistent study time.
- Oversee long-term assignments and assist the student in learning to budget time accordingly.
- Encourage the student to accept responsibility for finishing homework.
- Assist with, but not do, work.
- Recognize that homework is not limited to written assignments but includes studying, reading, and/or researching.

### **8.3 KINDERGARTEN TO GRADE THREE**

The following guidelines were approved by the School Committee for students in Kindergarten through Grade Three:

4. Homework will be given Monday through Thursday. There will be no assigned weekend homework.
5. The minute schedule guidelines for Kindergarten through Grade Three are as follows:

#### September through January

Kindergarten	5 to 10 minutes on two occasions per week
Grade 1	10 minutes daily
Grade 2	20 minutes daily
Grade 3	30 minutes daily

February through June

Kindergarten	5 to 10 minutes on three occasions per week
Grade 1	15 minutes daily
Grade 2	30 minutes daily
Grade 3	45 minutes daily

6. For the purpose of this schedule, homework will also include:
  - Time to study for tests
  - Reinforcement of daily lessons and concepts
  - Reading of trade books and textbooks
  - Time for short projects and reports
7. Students who adhere to this schedule should have sufficient time to finish projects.
8. When a child does use his/her time wisely, yet fails to complete the assignment, a parental signature will be accepted in lieu of the incomplete sections of work. It must be understood that repeated instances of this nature indicate a conference should occur between teacher and parent/guardian. If a child fails to turn in more than 3 assignments, the parents/guardians will be notified via mid-term progress reports.
9. Absentees will make up homework assignments upon return if the student is not in school due to an excused absence.
10. Homework Alert slips are sent home with students who do not have their homework when it is due. These slips are to provide information to parents and

need to be signed and returned to the classroom teacher. They are used at the discretion of the teacher.

## **8.4 GRADE FOUR THROUGH GRADE SIX**

### **8.4.1.1 GENERAL HOMEWORK POLICIES**

Homework will be 5% of the overall grade. Students cannot be kept in from recess because they didn't complete homework. There will be NO Spanish reports or homework. Independent reading or reading for pleasure, though wholly encouraged, will not be included in homework time.

Included in homework time will be:

- Time to study for tests.
- Tests will only occur after an assigned studying time is given. For example: On both teams, a Science/Social Studies test can only occur on Wednesdays.
- 50% of anticipated report or project time should be scheduled into homework. In other words, if a teacher anticipates that it will take five hours, then 2.5 hours should be given in homework time.
- Book Reports – 10% of the grade and limited to two per year.
- Independent Reports by grade level should be 10% of the grade and limited to two per year either in Science or Social Studies.

## **8.5 HOMEWORK SIGN-OFF**

Homework sign-off should be done by subject matter, according to the following rules:

- After a good faith attempt, the child still did not understand the subject.
- Child spent grade level allotted time on SUBJECT.

- Family Emergency.

Excused absences for specific events, with the prior approval of the Principal.

Not accepted for homework sign off:

- Extracurricular activities or social events.

No work will be given to students who go on planned vacations during the school year.

Absences for reasons other than medical or family emergencies should be avoided. School vacations are planned at appropriate intervals during the school year so parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of planned absences that will adequately make up for the missed instruction. Therefore, teachers will not provide assignments to be completed during the period of absence. Parents who voluntarily take their children out of school for vacations are assuming the responsibility for their children's educational program and children will not be entitled to extra help sessions given by staff to review work missed.

Absentees will make up homework assignments at the teachers' discretion. This does not apply to students whose parents plan vacations during the regular school year. In this instance, students will have two weeks to make up assignments provided to them by staff upon their return to school.

Parents are able to sign off homework when the child exceeds the number of minutes assigned for each night. Children should attempt all homework assignments. Homework sign off is done in the assignment notebook.

### **8.5.1.1 LONG TERM PROJECTS (3-4 WEEKS)**

Projects should be on time. Absences will not be accepted as an excuse for passing it in late since it is a long-term project. Family emergencies are a different matter and will be dealt with accordingly.

There will be no projects due on Monday or after a vacation week.

These assignments, when not turned in on time, will have 5 points deducted for each school day late. After two weeks late, the project will not be accepted and a zero will be averaged into the grade.

### **8.5.1.2 HOMEWORK GRADES AND HONOR ROLL**

Homework will be graded as follows: E (Exceeds), S (Satisfactory), N (Needs Improvement) and U (Unsatisfactory) under a student's letter grade in the subject areas of Reading, Math, Language Arts, Science and Social Studies.

- E will be given for 0-1 missing assignments
- S will be given for 2-3 missing assignments\*
- N will be given for 4-5 missing assignments
- U will be given for six missing assignments and over.

\* A Progress Report will be sent home to the parent if a student is missing 3 or more homework assignments.

Students will receive credit for all assignments unless:

- The teacher has given an extended assignment (book reports or other reports or projects) which is to be turned in on the given due date.
- The assignment is incomplete.

- The student does not have the assignment with them in class or cannot produce it immediately after class.
- The quality/effort is deemed unsatisfactory by the teacher.
- There is no parental signature indicating a student has made a good faith effort and exceeded the time allotments or that a family emergency has occurred.

*Students will not make the honor roll if they have an ‘N’ or ‘U’ in homework or conduct. In addition, students receiving an “N” in homework and conduct will be ineligible for an Excellence Award at the end of sixth grade.*

**8.5.2 FOURTH GRADE HOMEWORK SCHEDULE**

**\*Homework time: 45 minutes, September through June**

The proposed homework schedule for fourth grade would be as follows:

**8.5.2.1 TEAM A**

**Monday**

Math	20 minutes
Language	10 minutes
Reading	15 minutes

**Wednesday**

Math	20 minutes
Reading	15 minutes
Language	10 minutes

**Tuesday**

Math	20 minutes
Language	15 minutes
Sci//Soc. St	10 minutes

**Thursday**

Math	20 minutes
Language	15 minutes
Sci/Soc. St	10 minutes

### 8.5.2.2 TEAM B

#### Monday

Math	15 minutes
Language	15 minutes
Reading	15 minutes

#### Wednesday

Math	15 minutes
Reading	15 minutes
Language	15 minutes

#### Tuesday

Math	15 minutes
Language	15 minutes
Sci//Soc. St	15 minutes

#### Thursday

Math	15 minutes
Language	15 minutes
Sci/Soc. St	15 minutes

### 8.5.2.3 5<sup>TH</sup> GRADE HOMEWORK SCHEDULE

**\*Homework time: 60 minutes, September through June**

The proposed homework schedule for fifth grade would be as follows:

#### Monday

Math	20 minutes
Reading	20 minutes
Social Studies	20 minutes

#### Wednesday

Math	20 minutes
Reading	20 minutes
Social Studies	20 minutes

#### Tuesday

Math	20 minutes
Language	20 minutes
Science	20 minutes

#### Thursday

Math	20 minutes
Language	20 minutes
Science	20 minutes

## 8.6 GRADE SIX

### 8.6.1.1 6TH GRADE HOMEWORK SCHEDULE

**\*Homework time: 70 minutes, September through June**

The proposed homework schedule for sixth grade would be as follows:

#### **Monday**

Math	20 minutes
Language Arts	25 minutes
Social Studies	25 minutes

#### **Wednesday**

Math	20 minutes
Language Arts	25 minutes
Social Studies	25 minutes

#### **Tuesday**

Math	20 minutes
Reading	25 minutes
Science	25 minutes

#### **Thursday**

Math	20 minutes
Reading	25 minutes
Science	25 minutes

## 9.0 STUDENT CODE OF ETHICS

### 9.1 STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

1. I have the responsibility not to abuse the rights of others. I will not interrupt, ridicule or punish others who express their feelings or opinions. No one can scream, make loud noises, tease, call names, or use obscene language or gestures.
2. I have the responsibility to learn self-control and respect for others in school: students, teachers and staff.
3. It is my right to be honest. No one will cheat during academic lessons or classes. No one will contribute to the cheating done by others.
4. I know that gambling or betting is not allowed in school.

5. I have the right to expect good sportsmanship from others. I will accept the outcome of a game in a respectful manner, because I understood the rules of the game and I played to the best of my ability. No one will cheat while playing games, organized or unorganized.
6. I will walk and act safely while being aware of the rights of others in the classroom, corridors, lunch room, library, and bathroom facilities. I will behave respectfully and safely on the school grounds and on the playground.
7. I have the right to have my property undisturbed. I have the responsibility to treat other people's property or the school's property as if it were my own. I will not deface, damage or destroy school property. I expect to replace any materials that I lost or damaged that didn't belong to me.
8. I have the right to a drug free environment. I have the responsibility to personally report to my principal any incidents of using, possessing or distributing drugs, including alcoholic beverages in or on the school grounds. I understand that drugs are illegal. Alcoholic beverages and cigarettes are illegal for minors.
9. I know that gum chewing and the wearing of hats aren't permitted in school. I know that radios, electronic games, skateboards, water pistols, sling shots, firecrackers, or knives and weapons of any kind are not allowed in school because they interfere with learning or safety.
10. I will not misuse the fire alarm system as I could create harm to others.
11. I have the responsibility to report to class on time and to be where I am supposed to be at all times. I will not leave school or the school grounds without permission.
12. I will not take anything that does not belong to me.

## **9.2 DRESS STANDARDS**

Each school, in cooperation with parents or guardians and in conformance with Massachusetts General Law, has a responsibility to guide students in maintaining dress and grooming habits that will enable them to present themselves in the best possible way at school and in society. Learning about appropriate attire and grooming habits will enable students to capitalize on their skills and abilities. It is an important key to successful entry into the adult world. Parents are responsible to guarantee that each student arrives in school groomed properly and wearing appropriate clothing.

Students' dress should be of a style that is appropriate for school in order to project a positive image of respect of themselves and to reflect honor and dignity toward their parents and the family they represent. Their dress and grooming habits should enhance, not interfere with, the teaching/learning environment. Clothing should be clean, comfortable, appropriate for the weather, and be easily managed by the child. A student's day may involve classroom activities using chalk, paint, glue or other messy materials. Playground activities may involve climbing, sliding and running. Please keep this in mind when making clothing selections. PLEASE label all clothing such as jackets, sweaters, raincoats, hats and other belongings including lunchboxes, boots and gym shoes / sneakers. Labeled items are easily returned if lost.

The school administration reserves the right to determine whether student clothing or accessories are distracting to the learning environment. In the event this occurs, parents will be contacted and asked to bring a change of clothing to school for their child, or may be asked to make any other corrections to attire that may be disrupting the learning of other students. The principal may allow exceptions for school wide programs or special classroom activities.

Specific dress code requirements are listed in section 9.7.2.7.4 of this handbook. The consequences for failure to comply with these standards are also included. The

set of standards outlined in this policy will allow for exceptional circumstances such as growth spurts that may influence clothing fit and will also assure that, should a question arise about the appropriateness of a student's attire, it will be handled with respect for the child and with no intention to embarrass him/her. If parents/guardians have questions, please contact the school principal.

### **9.3 ASSEMBLY CONDUCT**

1. When a class comes in for an assembly, students are to keep their voices very soft.
2. When students see people they know, they may wave but not call out to them.
3. When the person introducing the program begins, it is important for everyone to be silent and pay attention to the speaker and program.
4. Appreciation for a program is shown by clapping only.
5. When the assembly is over, students should remain seated quietly until their class has been called to get up and leave the area. Then they should exit quickly and quietly.

### **9.4 CAFETERIA CONDUCT**

Students have 20 minutes for lunch. Students are to stay at their tables until they have been dismissed by one of the lunch aides for recess. They are to go outside when dismissed unless permission is given by the person on duty to remain in the building or recess is indoors due to inclement weather.

1. No saving seats at table.
2. Students need to speak in soft voices when in the cafeteria so that others are not disturbed and may enjoy their lunches.

3. Students' conversation must be with the people at their own table.
4. When students need something, they should raise their hands and one of the lunch aides will come to help.
5. It is important for students to remember that good table manners include: chewing food with one's mouth closed and not talking with a full mouth, wiping one's hands and mouth with a napkin when needed, not playing with or throwing any food, and sitting with feet down on the floor.
6. The cafeteria is a good place to practice general good manners. Remember to say "Please" and "Thank-you" to the people who are serving or helping.
7. It is important for students to leave their table and floor area clean for others. You need to remember to pick up all paper products you may have dropped on the floor when dismissed.
8. All food must be finished in the lunch room.
9. Tables are dismissed by lunch aides and students must line up quickly and quietly.
10. Students need to remember to take their jackets, sweaters, or other belongings when leaving the cafeteria.

When students do not go out to play after lunch, the following procedures will be used: Students will eat lunch as usual. When most of the students have finished eating, cafeteria assistants or teachers will escort those students who are ready to go back to their classrooms. There, students are expected to play quietly with games and activities which do not involve running around. Students may also use this time to do their homework. When most of the remaining students have finished eating, they will also be escorted back to their rooms as a group.

## 9.5 PLAYGROUND CONDUCT

Students have 20 minutes for recess. It is each student's responsibility to control his/her own behavior so that ALL STUDENTS may have a safe and enjoyable time. Every student has the right to enjoy the use of playground facilities and to play without unnecessary interference from other students. The adults supervising the playground have complete authority and the responsibility to insure the safety and well-being of all children outside at recess. Repeated disobedience, discourtesy, or misbehavior will result in the student's loss of recess privileges.

The playground is a very large area and must be shared by everyone. We will expect students to adhere to the following rules:

1. Students should use the area designated for their group and stay out of the wooded area.
2. Certain categories of personal property are not allowed at school or recess and include skateboards, iPods, MP3 players, other radios, squirt guns, electronic games (i.e., Gameboy, Nintendo, etc), trading cards, and the like.
3. It is recognized that some students may own a cell phone to remain in contact with parents due to work and day care schedules. Cell phones are to remain OFF during school hours and kept in the student's backpack. Under no circumstances are cell phones allowed outside at recess.
4. Students must have permission to go into the building.
5. Students should not climb or swing from trees.
6. Students should leave acorns, rocks, sticks, snow, and other objects on the ground.
7. Students are encouraged to develop their own group sport activities.
8. ABSOLUTELY NO tackling or play fighting of any kind is allowed.

9. Keep hands and feet away from other people.
10. WHEN THERE IS SNOW: Students should stay out of deep snow, not slide or roll down hills, and not pick up or throw snow unless permission is given to make snow sculptures.
11. Students should not play ball near windows and should use only soft rubber, large playground, or tennis-type balls. No bats except wiffle bats are allowed.
12. Balls are not to be bounced off of the building.
13. If a ball goes over fence, ask the teacher if you can get it.
14. WHEN USING THE SLIDE AND SWINGS: One at a time on the slide, one at a time on the platform, and one at a time on the swing. Use of the slide and swing can be stopped by the supervisor for misuse. Students must keep the slide free of dirt and sand.
15. Sit on benches or at picnic tables for rest (not bleachers).
16. Do not go behind or climb on backstop.
17. Please put trash in containers provided.
18. Please line up immediately when the staff or lunch aide indicates that recess is over.

## **9.6 LANGUAGE**

Appropriate language is required throughout the school day and on the bus. As a general guideline, students should use only words and terms which they would use in front of their parents, teacher, or other adults.

## **9.7 DISCIPLINE POLICY**

Rules of conduct are provided to ensure that a student's education occurs in a safe and secure environment. Conduct that displays respect and consideration for others is expected. When this expectation is not met, discipline is an important tool to teach a child the consequences of inappropriate action and to reinforce acceptable conduct. Disciplinary action is administered in a manner that does not publicly embarrass the child.

### **9.7.1 FULLER MEADOW SCHOOL**

Teachers discuss and review classroom and school-wide rules. Students also participate in creating individual classroom rules. Infractions of these rules will be handled at the discretion of the teacher and/or principal.

Consequences may include:

- time out
- a written or verbal apology
- meeting with the principal/counselor
- note/conference with parents
- Behavior Alert – A Behavior Alert is a behavior slip sent home to parents that outlines the child's inappropriate behavior and is returned to school with a parent signature.

If conflict resolution, parent/teacher/student conferences, or counseling are not effective, stronger measures will have to be taken. Though infrequently used at the K-3 level, stronger measures can include staying after school or an out of school suspension.

### 9.7.2 HOWE MANNING SCHOOL

Discipline at the Howe-Manning School is based on rules and regulations that respect the rights of others, keep everyone safe, and promote working together to achieve common goals. The main goal of this school is education, which enhances learning and prepares students for the rigorous demands of the middle school experience.

To learn effectively in any classroom requires that students are able to listen, share and work cooperatively without interference. The rules and regulations at Howe-Manning apply to all and encompass school-sponsored activities. Any student who prevents others from reaching this goal will be disciplined.

Students are guaranteed the right to an environment in the cafeteria and on the playground that enhances positive social growth and fun. The Principal is usually in the building at lunchtime. Students are encouraged to bring serious concerns or threats to the office immediately. Students should not attempt to handle volatile situations themselves. Parents/Guardians are requested to report all concerns to the principal immediately so that appropriate action may be taken.

***Policies can never be written to encompass every possible violation of appropriate school conduct.*** Incidents not covered by this policy will be handled at the discretion of the Principal and can include detention, loss of privileges to attend field trips and school sponsored activities, in school or out of school suspension. The Howe-Manning staff is committed to early parental involvement when a student is having difficulty conforming to school rules and regulations. We have found that when parents/guardians and staff work together as a team, positive student behavior and attitude result.

### **9.7.2.1 SOCIAL PROBATION**

Social Probation means the loss of the privileges to attend non-curricula school sponsored student council activities. In previous years events have included the Talent Show, Spring Fling, Roller Skating, Snow Tubing etc.

The loss of privileges may result as a specific consequence for breaking a school rule as outlined by the discipline code and can last from a month to a trimester.

Any student not maintaining a satisfactory or better conduct grade from the majority of teachers at their grade level and satisfactory conduct in the common areas will be subject to social probation until the mid-point of the next trimester when their behavior will be reevaluated.

### **9.7.2.2 ATTENDANCE**

#### **9.7.2.2.1 POLICY**

Parents/Guardians have an obligation by state statute to see that their child/children attend school and are on time each day. The attendance policy is printed in the handbook.

#### **9.7.2.2.2 RULES**

- A-1** Notes must be provided for all absences and delayed arrivals.
- A-2** Students may not leave school grounds unless properly dismissed.
- A-3** During field trips, students may not leave designated areas established by the teachers/chaperones.

#### **9.7.2.2.3 CONSEQUENCES**

- Level 1** If no note is supplied; parents will be called and asked to provide one.
- Level 2** Habitual tardiness or absences of a non-medical documented nature will result in a parent/guardian/Principal conference.

Lack of improvement in attendance will result in a referral by the principal to DSS (Department of Social Services) or the filing of a CHINS (Child In Need of Services) petition with court officials.

Leaving school grounds or a designated field trip area will result in school suspension of up to 10 days. Additionally, loss of privileges to attend field trips and school related activities for a period of time determined by the Administrator is also probable.

### **9.7.2.3 ATTITUDE, BEHAVIOR, AND LANGUAGE**

#### **9.7.2.3.1 POLICY**

You are expected to be respectful and courteous at all times while you are on school grounds, on the buses, on the way to and from school and during related school activities. You are expected to be courteous and respectful to all school personnel when you have any contact with them in or outside school.

#### **9.7.2.3.2 RULES**

- B-1** You may not refuse any reasonable request made to you by a staff member.
- B-2** You may not be rude or disrespectful to any student.
- B-3** You may not yell, run, jump or throw an object inappropriately.
- B-4** You may not play fight or scuffle.

#### **9.7.2.3.3 CONSEQUENCES**

- Level 1** You will discuss what you did with a teacher and/or administrator. A call home may be warranted. Teacher or office detentions will be served after school.

**Level 2** Parent/Guardian and Principal meeting which may result in loss of privileges to attend field trips and school related activities for a period of time as determined by the administrator. Consequences may include possible in-school or out-of-school suspension from one to three days.

#### **9.7.2.4 CAFETERIA AND PLAYGROUND RULES**

##### **9.7.2.4.1 POLICY**

You have the responsibility to follow posted cafeteria and playground rules. You also have the responsibility to follow the lunch/cafeteria attendants' directives and be respectful.

##### **9.7.2.4.2 RULES**

**C-1** Rules are posted in the cafeteria. These rules appear in the handbook (see section 9.4).

##### **9.7.2.4.3 CONSEQUENCES**

**Level 1** You will discuss the incident with the lunch attendant.

**Level 2** If referred to the office, the Principal will determine the appropriate consequence depending upon the nature of the offense. Consequences may include a parent/guardian/Principal meeting, which may result in loss of privileges to attend field trips, and school related activities for a period of time as determined by the administrator.

#### **9.7.2.5 CLASSROOM RULES**

##### **9.7.2.5.1 POLICY**

You have the responsibility to follow posted classroom rules.

##### **9.7.2.5.2 RULES**

**D-1** Rules will be posted in each classroom.

### **9.7.2.5.3 CONSEQUENCES**

**Level 1** Violations of classroom rules will be handled by individual teachers. Detentions will be served after school. Parents/Guardians will be notified when an after school detention is required. When a teacher detention is issued and served, a form is sent to the office and parents and kept on file by the teacher.

Failure to report for a teacher detention will result in an automatic office detention. Accumulating two teacher detentions on the same day will result in the second automatically becoming an office detention.

At the discretion of the Principal a conference with parents will be scheduled which may result in the loss of privileges to attend field trips and school related activities for a period of time as determined by the Principal.

### **9.7.2.6 HONESTY AND OPEN COMMUNICATION**

#### **9.7.2.6.1 POLICY**

You have the duty to be a responsible and honest person. Your honesty about any situation is the most important factor in any decision.

#### **9.7.2.6.2 RULES**

**E-1** You may not forge any note or other official paperwork for yourself or another student.

**E-2** You may not cheat on any quiz, test or other exercise.

#### **9.7.2.6.3 CONSEQUENCES**

**Level 1** Parents/Guardians will be informed by the teacher and the student will not receive credit on the quiz, test or exercise.

**Level 2** Subsequent offenses will result in a parent conference with the Principal and guidance counselor.

Parent/Guardian and Principal meeting will be held which may result in loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator.

#### **9.7.2.7 PERSONAL PROPERTY**

##### **9.7.2.7.1 POLICY**

Each student will be assigned an area in which to keep personal property and materials related to school life. Items, which are not necessary for school, are not allowed. The Principal will search lockers and personal belongings if there is a reasonable suspicion that there is something illegal, dangerous or disruptive to the operation of the school.

##### **9.7.2.7.2 RULES (WEAPONS, TOBACCO, ALCOHOL)**

- F-1** You may not bring to school any item, which can be considered a weapon or which can cause physical injury to others. This includes, but is not limited to poisons, knives, sharp objects, firearms, firecrackers, cap guns or other explosives, stink bombs, lighters, laser lights, paint balls and matches etc.
  
- F-2** Smoking and any other use of tobacco is prohibited in school, on the grounds or on field trips. You may not bring, accept or use cigarettes or other tobacco products.
  
- F-3** Alcohol and controlled substances (drugs) are prohibited in school, on the grounds or on field trips. You may not bring, accept or use alcohol.

##### **9.7.2.7.3 CONSEQUENCES (WEAPONS, TOBACCO, ALCOHOL)**

*\*Due to the seriousness of this offense, a Level 2 consequence, at a minimum, is applied.*

- Level 2** The student is removed from the area to the office immediately and parents/guardians are notified. The student will be sent home for the

remainder of the day following a conference with the parents the student may be suspended for up to 10 days. Additionally, loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator is probable. Police may be notified depending on the severity of the offense.

**Level 3** In accordance with Massachusetts Law Chapter 71, Section 37H, any student who is found on school premises or at related school or sponsored events, including athletic games, in possession of a dangerous weapon including, but not limited to, a gun or knife; or a controlled substance as a defined in Chapter 94C, including, but not limited to marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the Principal.

#### **9.7.2.7.4 RULES (CLOTHING)**

**F-4** You may not wear clothing with profanity, images or language deemed inappropriate for a school setting such as clothing that supports/encourages drug or alcohol use. Clothing with rips, vents, holes or mesh (see-through) fabric are not permitted. Tops should cover the student's midriff. Sleeveless tops are not permitted. Halter tops, low cut blouses, tube tops, spaghetti straps, muscle shirts, cut off shirts, tank tops and backless shirts are prohibited. Camisole tops are permitted only when worn under a shirt that covers the shoulder. Pants should be secured at the waist. Low-slung pants are not permitted. Writing on the seat of the pants is prohibited. Girls skorts, shorts and skirts should fall mid-thigh or longer in length.

**Undergarments should not be visible at any time.** Beach wear is not permitted. Outerwear should be appropriate to the season, weather and recess requirements and should not be worn in class.

- F-5** You may not wear hats, bandanas or visors in school, which disrupts the educational process. Exception to head gear may apply for religious or health reasons, or for special school occasions.
- F-6** Shoes must be worn for health and safety reasons. The type of shoe worn should reflect the weather and season and appropriately cover and protect the foot. Open-toed shoes, such as sandals, with secure straps at the heel are permitted during warm weather. Flip flops are not permitted. Gym shoes/sneakers are required for physical education classes.
- F-7** Jewelry and accessories should not be a distraction to the educational process. Chains, spikes, dog collars, or other gang-related items are not permitted. For a variety of reasons, the most significant being the safety of our children, make-up, glitter sparkles, temporary tattoos, gel pen designs, nail polish and the like are not appropriate items for students to bring into the school buildings
- F-8** Hair should be simple and neat. Unnaturally tinted hair (purple, green, pink, etc) is not permitted.
- F-9** Makeup, other than lip gloss and/or chapstick, is prohibited.

#### **9.7.2.7.5 CONSEQUENCES (CLOTHING)**

Infractions of the rules stated above will result in:

- Level 1** You will discuss proper dress with the teacher or principal. Parents will be contacted and will be asked to provide proper dress to the school that day.
- Level 2** Continued infractions will be referred to the principal for detention, parental/guardian conferences and/or loss of privileges to attend field

trips and school related activities for a period of time as determined by the administration.

#### **9.7.2.7.6 RULES (PERSONAL PROPERTY)**

**F-10** Students may not bring or have in their possession Walkman radios, CD players, skate boards, Game boys, beepers, roller blades, hairspray, juggling sticks, trading cards or items which are not necessary for school. Gambling is forbidden. Selling or trading of objects or cards is forbidden.

#### **9.7.2.7.7 CONSEQUENCES (PERSONAL PROPERTY)**

**Level 1** *Unnecessary* items will be taken from the student and returned only to the parent/guardian upon request. Teacher or office detentions after school may be assigned. The loss of privileges to attend field trips and school activities for the period of time as determined by the administrator is also probable.

**Level 2** *Continued* infractions will result in suspension of up to 10 days.

#### **9.7.2.8 PHYSICAL CONTACT/THREATS**

##### **9.7.2.8.1 POLICY**

You are expected to contribute to a positive school atmosphere where everyone can attend school and/or field trips without the fear of physical harm or threats.

##### **9.7.2.8.2 RULES (PHYSICAL CONTACT)**

**G-1** You may not fight, push, trip or hit another student or staff member. You may not retaliate by pushing, tripping, or hitting another student, as help is easily available.

**G-2** You may not commit any act, which places the health or safety of students or staff in jeopardy, which includes throwing any object.

### **9.7.2.8.3 CONSEQUENCES (PHYSICAL CONTACT)**

**Level 1** Immediate parental/guardian notification, after school detention(s) and/or loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator.

**Level 2** This applies immediately when there is bodily injury to a student or physical contact is made with staff member. The student will be removed from the area to the office immediately and parents are notified. The student will be sent home for the remainder of the day. After a conference between the parents/guardians and the Principal, the child may return to school the next day or be suspended for up to 10 (ten) days. Additionally loss of privileges to attend field trips and school related activities for a period of time to be determined by the Principal is probable. Police may be called at the discretion of the parties involved.

### **9.7.2.8.4 RULES (LANGUAGE)**

**G-3** You may not use rude, profane, obscene or improper language or gestures at any time.

### **9.7.2.8.5 CONSEQUENCES (LANGUAGE)**

**Level 1** Immediate parental/guardian notification, after school detention and/or loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator.

**Level 2** This applies immediately when it involves a staff member. The student will be removed from the area to the office immediately and parents/guardian will be notified. The student will be sent home for the remainder of the day. After a conference between parent and Principal, the child will return to school the next day or if the severity warrants, be suspended for up to 10 days. Additionally, loss of

privileges to attend field trips and school related activities for a period of time to be determined by the administrator is probable. Students who exhibit continual behavioral concerns will be core evaluated.

#### **9.7.2.8.6 RULES (DIRECT THREATS)**

**G-4** You may not create fear in another student or staff member through physical, verbal or emotional harm or threats.

**G-5** You may not encourage fighting through words or actions.

#### **9.7.2.8.7 CONSEQUENCES (DIRECT THREATS)**

**Level 1** Immediate parental/guardian notification, after school detention and/or loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator

**Level 2** The student will be removed from the area to the office immediately and parents will be notified. The student will be sent home for the remainder of the day. After a conference between parent and Principal, the child will return to school the next day or if the severity warrants, be suspended for up to 10 days. Additionally, loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator is probable. Police will be involved at the discretion of the parties involved. The same consequences will occur with each repeated offense. Students who exhibit continual behavioral concerns will be core evaluated.

#### **9.7.2.8.8 RULES (INDIRECT THREATS)**

**G-6** You may not ask other students to threaten or hurt another student or staff member.

#### **9.7.2.8.9 CONSEQUENCES (INDIRECT THREATS)**

- Level 1** Immediate parental/guardian notification, after school detention and/or loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator.
- Level 2** The student will be removed from the area to the office immediately and parents/guardian will be notified. The student will be sent home for the remainder of the day. After a conference between parent/guardian and Principal, the child will return to school the next day or if the severity warrants, be suspended for up to 10 days. Additionally, loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator is probable. Police will be involved at the discretion of the parties involved. The same consequences will occur with each repeated offense. Students who exhibit continual behavioral concerns will be core evaluated.
- Level 3** In accordance with Massachusetts Law, Chapter 71, Section 37H, any student who is found on school premises or at school sponsored related events, including athletic games, in possession of a dangerous weapon including, but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C, including, but not limited to marijuana, cocaine and heroin, may be subject to expulsion from the school or school district by the principal.

#### **9.7.2.8.10 RULES (HARASSMENT)**

- G-7** You will not make negative remarks or engage in behavior against another student or their family relative to race, color, sex, religion, national origin, sexual orientation or disability.

**G-8** You may also not engage in any written activity of the above nature including web pages, e-mails, and instant messaging passed around in school.

**G-9** You may not engage in behavior that constitutes sexual harassment. Sexual harassment is defined for student-to-student interactions as unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature.

#### **9.7.2.8.11 CONSEQUENCES (HARASSMENT)**

Harassment or discrimination of any nature will not be tolerated and will result in Level 2 consequences.

**Level 2** The student will be removed from the area to the office immediately and parents will be notified. The student will be sent home for the remainder of the day. After a conference between parent/guardian and Principal, the child will return to school the next day or if the severity warrants, be suspended for up to 10 days. Additionally, loss of privileges to attend field trips and school related activities for a period of time to be determined by the administrator is probable. Police will be involved at the discretion of the parties involved. The same consequences will occur with each repeated offense. Students who exhibit continual behavioral concerns will be core evaluated.

#### **9.7.2.9 SCHOOL PROPERTY**

##### **9.7.2.9.1 POLICY**

You have the responsibility to respect and protect all school property.

##### **9.7.2.9.2 RULES**

**H-1** You may not purposely damage or deface school property.

**H-2** You may not steal anything that belongs to the school community.

- H-3** You may not litter or chew gum on school property or school field trips.
- H-4** You are responsible to cover and care for school textbooks assigned to you.

### **9.7.2.9.3 CONSEQUENCES**

- Level 1A** If you break something and it is an unavoidable accident, you must report the damage. There will be no punishment.
- Level 1B** If you break something accidentally while you are doing something you shouldn't be doing, you will pay for the damage.
- Level 1C** Gum chewing will result in an after-school detention.
- Level 2** If you deliberately damage school property you will pay for the damage. If you steal you will make restitution in full. If you abuse or deface school property you will be sent to the office, parents/guardians will be called and restitution made in full. In addition to the above a loss of privileges to attend field trips and school related activities is likely. Depending on the extent of the damage, suspension of up to 10 days and police involvement may also occur.

The above rules also apply to field trips. Students causing damage or stealing on school trips may have their names submitted to appropriate officials and police for further action.

## **9.8 SPECIAL EDUCATION DISCIPLINE POLICY**

The IEP Team for every special education student determines whether a student's disabling condition(s) interferes with his/her ability to meet the regular discipline code and if not, what modification of the code is required. If a modified discipline code is necessary, it is described in the Individual Education Program (IEP).

In the event that a special education student is suspended for more than ten (10) days in a school year, the IEP Team reconvenes to examine the IEP implementation and placement. Suspension is defined as any action which results in the removal of a student from the program prescribed in his/her IEP. This term includes “in-school suspension” as well as any exclusion from transportation services, which prohibits the student’s participation in his/her prescribed program.

The suspension policy is:

If the Team determines that the student’s misconduct is related to a disability, an inappropriate Special Education Placement, or an IEP not fully implemented; the student is not suspended and the Plan is modified with the help of parents or special education personnel and school officials. Following parental approval, the student’s amended or new Individual Education Program is implemented.

If the Team concludes that the student’s misconduct is not a result of a disability or the result of an inappropriate special education placement and that the original IEP was fully implemented:

1. An amendment to the IEP is developed and implemented to assure the student’s access to special education services during the suspension
2. The original IEP is modified to meet long-term plans (including discipline code expectations) designed to assure the student’s continued participation in an educational program.

If suspension results in absence for more than ten (10) days in the school year, immediate written notification of the suspension and a request for approval of an alternative plan must be submitted to the Division of Special Education with a copy sent to the student’s parents. Parents have the right to accept or reject this component of the IEP.

## **10.0 ACADEMIC ASSESSMENT**

### **10.1 SUBJECT MATTER ASSESSMENTS**

Assessments in Language Arts and Mathematics are performed periodically throughout the year for all grades.

### **10.2 STUDENT RECOGNITION**

Much has been written about the power of positive reinforcement. When we set high expectations and record good behavior, we are more likely to see students doing good things for themselves and others.

Student Recognition is done within classrooms in **Kindergarten through Grade 3** in a way which enhances self-esteem and is developmentally appropriate.

The **Fourth** Grade will receive awards three times a year and school store coupons for academic excellence, good neighbor, best effort and/or perfect homework. The **Fifth** Grade will receive awards three times a year and school store coupons for honor roll and/or perfect homework. The **Sixth** Grade will receive awards three times a year and school store coupons for honor roll.

At the end of grade six, students who have no “N’s” or “U’s” in conduct, effort or homework and who have achieved all “A’s” and “B’s” from grades 4-6 will receive a plaque honoring them for Academic Excellence. Students who achieve all “A’s” are given the Principal’s Award.

#### **10.2.1 HOWE MANNING SCHOOL STORE PROGRAM**

The Howe-Manning School uses an incentive program for students based on school store coupons. School store coupons are given out by teachers and the Principal for the following:

Honor Roll	Perfect Homework
Good Citizenship	Improved Grades
Acts of Kindness	Being Helpful
Math & ELA Opens	Other

Each Friday, during lunch 11:15 a.m. – 1:15 p.m. the school store is open. Parent volunteers supervise the school store along with four (sixth grade) school store managers who are members of student council. With direction and approval from the school Principal, the school store managers’ jobs are to interview and hire the store helpers (fourth and fifth grade students) and select the items (school specialty and seasonal items ranging from \$0.25 to \$5.00) that will be sold at the school store with the approval of the Principal. The school store accepts cash (small bills only) or school coupons.

School Coupons are part of an incentive reward program instituted by the Howe Manning Principal and supported by the School Committee. Students can start saving school coupons in the fourth grade. School coupons serve as cash and can be saved, accrued, and applied toward After School activities, After School field trips with the Principal, and the Nature’s Classroom trip in the sixth grade.

### **10.3 PROGRESS REPORTS**

Progress reports are issued at mid-term or whenever appropriate during the school term as an indicator to parents that students are not meeting curriculum, behavioral expectations, or student homework assignments. Reports are not issued to students making acceptable and appropriate progress. Progress reports must be returned signed by the parent to the teacher issuing the report. Staff will follow up with parents on reports that are not returned.

## **10.4 REPORT CARDS**

There is general agreement among educators and parents that close cooperation and communication between home and school enhance the social and academic development of a child. The purpose of the reporting system, both through report cards and conferences, is to provide a basis for effective parent and teacher communication.

The parents of an elementary school child are the most significant influence in his/her life. Most of the early learning and development are a direct result of experiences in the home and community. Attitudes toward school and self-concept are also based, in part, on these early experiences. The premise of the reporting system is based on the belief that the school must be in close contact with parents and welcomes their involvement in the school life of the child. Report cards need to be returned to homeroom teachers signed. There is a place for parental comment and/or to request a conference. Report cards are issued at the end of each term. This year, the Middleton Elementary schools are moving to a standards based report card. Information sessions will be held to help parents understand this report card system.

## **10.5 REPORT CARD CALENDAR**

### **10.5.1 KINDERGARTEN SCHEDULE**

First term report card issued	January 15 & 16, 2009
Second term report card issued	April 2 & 3, 2009
Final report card issued	Last Day of School

## **10.5.2 GRADE 1 THROUGH GRADE 6 SCHEDULE**

### First Term

Mid-Term Progress Reports Issued	October 17, 2008
Marking Period Ends	November 26, 2008
Report Cards Issued	December 5, 2008

### Second Term

Mid-Term Progress Reports Issued	January 30, 2009
Marking Period Ends	March 13, 2009
*Report Cards Issued	March 20, 2009

\*Report cards issued at the end of the second quarter MUST contain a non-promotion advisory if there is a possibility of retention.

### Third Term

Mid-Term Progress Reports Issued	May 8, 2009
Marking Period Ends	June 12, 2009
Report Cards Issued	Last Day of School

## **10.6 STUDENT RECORD REGULATIONS**

The student record regulations were promulgated to insure parents and students the right to confidentiality, inspection, amendment, and destruction of student's records. A complete copy of the regulations is available in each of the school offices. The student record consists of transcripts and a temporary record. The transcripts include such data as address, birth-date, grade level completed, and grades received. The temporary records will include, in addition to standard test data, a more detailed record of progress report marks, a writing folder, and some information on extra curricula activities.

The transcript must be maintained for sixty years. The temporary record will be destroyed five years after the student transfers, withdraws from the system, or goes

on to the Masconomet Regional School. This statement should be considered as your official notice that the temporary record for your child will be destroyed five years after the circumstances noted above.

Access to the student records will be limited to authorized school personnel and to the parent involved. Access of the parent to the record will be made available within two days after the request and copies will be furnished. Upon request, authorized school personnel will interpret the contents of the record. Access of third parties is limited to court orders, certain data for the Department of Education, for research purposes, or in connection with the comprehensive evaluation of certain special needs students.

The parent has the right to add information, comments, data or other relevant written materials to the student's record. The parent also has the right of appeal from decisions regarding the provisions of the regulations. A decision of a principal may be appealed in writing to the superintendent. A decision of the superintendent may be appealed in writing to the chairperson of the school committee. The school committee will conduct a hearing within four (4) weeks of notification of appeal.

The Commonwealth of Massachusetts has developed specific laws and regulations regarding access to student record and school information by non-custodial parents. If this circumstance applies to you, or if you would like additional information on this, please contact the school office.

The federal Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records and gives the parent, guardian, graduate, or student the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refuses to make the amendment. If there are questions please contact Dr. Bernard Creeden,

Superintendent, Title IX Coordinator for the Middleton Public Schools at 978-887-0771.

### **10.6.1 NON-CUSTODIAL PARENT STUDENT INFORMATION PROCESS (MASS. GENERAL LAW CHAPTER 71, SECTION 34H)**

Section 34H section B of Massachusetts General Law requires the non-custodial parent to submit a written request to the school principal. As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

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

## **11.0 ACADEMIC PROGRAM**

### **11.1 KINDERGARTEN PROGRAM**

The Kindergarten Program in Middleton is the 2 ½ day model. Children attend either Monday-AM, Wednesday and Friday or Monday-PM, Tuesday and Thursday based on their geographical location within town.

Kindergarten is a very special time for children because, for many, it is their first experience in school. Learning to get along with others, accepting responsibilities, and getting acquainted with school procedures help develop positive attitudes toward school and learning. In addition, kindergarten provides the opportunity to clarify ideas, express interests, and discover special abilities which lead to self-respect and confidence.

The Open Court Literacy Program, the school's reading/language arts program, is closely aligned with the Massachusetts Curriculum Frameworks. It provides a strong foundation in phonemic awareness, elements of story, and reading and writing as tools for communicating ideas to others and for enjoyment. Zaner Bloser manuscript form is the model for handwriting.

Math Trailblazers is the school's mathematics program and is closely aligned with the Massachusetts Curriculum Frameworks in Mathematics. The goal of this program is to combine the best of traditional mathematics while developing flexible mathematical thinkers and problem solvers. It integrates mathematics instruction with many disciplines, especially science and language arts.

The social studies curriculum focuses upon the concepts of self, family, school, and the community. The students will begin to gain a sense of local geography, learn about common holidays, important people in history, patriotic symbols, and increase their awareness of similarities and differences between life "then" and "now." Social studies instruction is supported with literature, poetry and songs, and is used to develop reading, writing, speaking, and listening skills. School and classroom rules are stressed as well as individual responsibilities.

Science topics include living vs. nonliving things, seasons, phases of the moon, and the senses. During all topics students are learning to use observation of characteristics to organize, classify, recognize, describe, match, and explain what is seen.

Physical education, music, art, library, and basic computer skills are taught by specialists and followed up by the classroom teacher.

## **11.2 GRADE ONE PROGRAM**

The Open Court Literacy Program is continued in grade one and is the foundation for the reading/writing program. It incorporates a strong phonemic awareness and phonics program with a wide range of literature for children. In addition, reading, writing, speaking, and listening skills are developed throughout all academic areas. The link between reading and writing is emphasized throughout all daily activities. Zaner Bloser manuscript form is the model for handwriting.

Math Trailblazers is the school's mathematics program and is closely aligned with the Massachusetts Curriculum Frameworks in Mathematics. The goal of this program is to combine the best of traditional mathematics while developing flexible mathematical thinkers and problem solvers. It integrates mathematics instruction with many disciplines, especially science and language arts.

Social studies topics include Middleton and its community, geography, and history. The foundation for map and globe reading skills is provided. Social studies instruction is supported with literature and is used to develop reading, writing, speaking, and listening skills.

A hands-on approach in science includes a variety of experiments and activities covering life science, physical science, earth science, and technology. Throughout the science program, students are learning to observe and describe, ask questions, investigate, make predictions, plan and conduct simple investigations, recognize and communicate data, describe ideas, interpret findings, and communicate observations through discussions, drawings, graphs, and writing.

Physical education, music, art, health, and computer skills are taught by specialists and followed up by the classroom teacher.

### 11.3 GRADE TWO PROGRAM

The Open Court Literacy Program is the foundation for the reading/writing program. It incorporates a strong phonics program with a wide range of literature for children. In addition, reading, writing, speaking, and listening skills are developed throughout all curriculum areas.

Throughout the writing process, students are encouraged to write about topics in all content areas. Writing, editing, and publishing skills are taught as part of the program. Through their writing, the children experience the steps in becoming an author.

Zaner Bloser manuscript form is the model for printing and cursive writing. Cursive instruction begins midyear and focuses upon lower-case letter formation.

Math Trailblazers is the school's mathematics program and is closely aligned with the Massachusetts Curriculum Frameworks in Mathematics. The goal of this program is to combine the best of traditional mathematics while developing flexible mathematical thinkers and problem solvers. It integrates mathematics instruction with many disciplines, especially science and language arts.

Social studies topics include Knowing Your Family, People Who Have Made a Difference, Living in Our Country, and Depending on Others. These topics are explored through the Houghton Mifflin social studies book, Some People I Know. Mapping skills development is continued. Social Studies instruction is supported with literature and is used to develop reading, writing, listening, and speaking skills.

The science curriculum uses a hands-on approach that includes a variety of experiments and activities in the areas of life science, physical science, earth science, and technology. Throughout the program, students are learning to observe and describe, ask questions, investigate, make predictions, plan and conduct simple investigations, recognize and communicate data, describe ideas, interpret findings, and communicate observations through discussions, drawings, graphs, and writing.

Physical education, music, art, health, and computer technology are taught by specialists and/or the classroom teacher.

#### **11.4 GRADE THREE PROGRAM**

The Open Court Literacy Program is the foundation for the reading/writing program. It continues to provide systematic instruction in word analysis with the major portion of the program focusing upon reading and responding to quality children's literature.

Students also have an opportunity to read a variety of fiction and non-fiction books. They learn about authors and illustrators and share special parts of their books through oral reading and discussion. They learn to select appropriate books for independent reading pleasure.

Through process writing, the children learn the domains of writing including informative, descriptive, imaginative, and analytical. They also continue to develop skills for revising and editing. Children continue to perfect writing a well-formed paragraph with the ultimate goal of writing a minimum of a 3-paragraph piece. Fine tuning the writing of informational text and open response pieces are also stressed.

Math Trailblazers is the school's mathematics program and is closely aligned with the Massachusetts Curriculum Frameworks in Mathematics. The goal of this program is to combine the best of traditional mathematics while developing flexible mathematical thinkers and problem solvers. It integrates mathematics instruction with many disciplines, especially science and language arts.

The focus of the social studies curriculum is the history, geography, and economics of Massachusetts. In addition, the general study of the geography of the United States will be done. Mapping skills development is continued. Social studies instruction is supported with literature and is used to develop reading, writing, speaking, and listening skills.

The science program utilizes a hands-on approach and includes a variety of experiments and activities covering life science, physical science, earth science, and technology. Throughout the science program students are learning to observe and describe, ask questions, investigate, make predictions, plan and conduct simple investigations, recognize and communicate data, describe ideas, interpret findings, communicate observations through discussions, drawings, graphs, and writing. The program strives to nurture a sense of wonder, to keep curiosity alive, and to make the children independent thinkers.

Physical education, health, music, art, and computer skills are taught by specialists and/or the classroom teacher.

Study skills are an ongoing element of instruction with the goal of increasing students' ability to become independent workers. These skills include note taking, organizational skills, research, report writing, dictionary skills, how to study effectively, and how to prepare well for different assessments.

#### **11.5 GRADE FOUR PROGRAM**

In Grade Four, there are two teacher-teams, Team A and Team B. Within each team, students change for literacy blocks which include Reading and Writing. The amount of written work increases during Grade Four. The assignment of long-term projects is initiated.

Open Court, Guided Reading Leveled Books, Massachusetts-Frameworks-related literature and poetry are the carrying vehicles for the Literacy program. Guided reading will be introduced this year. The reading program stresses vocabulary development, critical thinking, and inferential and evaluative comprehension. Children respond to literature through discussion groups, multiple choice open-ended questions and prompts.

The philosophy of the program is "children read to learn". This is accomplished through formal research projects in science and social studies. Children learn to use

the internet, encyclopedias, periodicals, newspapers, and non-fiction books to gather information for these content area projects.

The Literacy program emphasizes speaking and writing to communicate clearly and effectively. This involves the study of grammar and spelling as well as the structure of various types of writing including descriptive prompts, friendly letters and poetry. Writing pieces done by students are sent home to parents/guardians with a grade and comments. In addition, students begin a weekly, 40-minute instructional period in Spanish taught by a specialist.

Trailblazers is the carrying vehicle for math in Grade 4. This series covers further study of the basic mathematical operations through the use of manipulatives, worksheets and direct instruction. We continue to develop or introduce the following concepts: numeration, place value, money, estimating skills, time and measurement, word problems, data, graphs and probability, geometry, fractions, decimals, critical thinking and math writing.

The science curriculum uses observation, inquiry, measurement, and scientific investigation to explore Life Science, Earth Science, and Physical Science. Topics of study include the solar system, rocks, and minerals, simple machines and inventions, weather, oceans, wolves and endangered wildlife. The social studies program follows the state mandated curriculum on the states that comprise regions in the United States. There is usually a cross curriculum project on the Iditarod Dog Race in Alaska.

## **11.6 GRADE FIVE PROGRAM**

Fifth Grade instruction consists of a team approach, Team A and Team B. Within each team, students will change classes for Reading/Language Arts and Math.

Open Court, Guided Reading leveled trade books, and Massachusetts-Frameworks-related literature are the carrying vehicles for the Literacy program. Guided reading will be introduced this year. Reading materials consist of novels, biographies,

classics, myths, poems, tall tales, historical fiction, etc. Emphasis is on vocabulary, critical thinking, literal and evaluative comprehension. Emphasis in language arts will be the writing process, as well as grammatical skills and spelling. Students continue with a weekly, 40 minute instructional period in Spanish taught by a specialist.

Trailblazer is the carrying vehicle in math. The series is geared to more thinking and problem solving. Manipulatives continue to be used. The curriculum includes the basic operations of geometry, measurement, fractions, decimals, graphs, estimating, calculator, computer skills, probability and more.

The Harcourt Brace program is the carrying vehicle for Fifth Grade social studies. The program consists of the study of American history, starting from immigration, exploration, and first inhabitants to the War of 1812. The combining of political, social, and economic concepts round out a very comprehensive approach to the story of our nation.

The science curriculum uses observation, inquiry, measurements and scientific investigation to explore Life Science, Earth Science and Physical Science. Topics of study include Organisms, Soil/Environment, Food chains, Web, Properties of matter, Electric circuits/Magnetism, Light, Invention and Design.

Field trips have traditionally corresponded with the social studies curriculum. Locations such as Plimoth Plantation, Lexington and Concord are among the more popular areas that provide stimulating supplementation to our American History program.

### **11.7 GRADE SIX PROGRAM**

The sixth grade no longer has specific teams. The entire sixth grade is one team with children having an opportunity to see a minimum of three teachers. This teaching paradigm helps prepare students for the concept of class periods and “switching” classes that occurs at the Masconomet Middle School.

Literacy blocks include language and reading. The Language of Literature is used in Language Arts, based on the benefits derived from using grade six materials that coordinate with materials used in grades seven and eight. Trade books from a wide variety of literature that match the frameworks are also used. All skills continue to be enhanced, including the development and enrichment of vocabulary, critical thinking, evaluative comprehension and word analysis. Children will continue to have a weekly, 40-minute instructional period in Spanish taught by a specialist.

In language, the carrying vehicle is Writers Craft. Students continue to use the writing process. Written work includes both process and expository writing. Grammar and spelling are important components of the language program.

Math classes are mixed and cover the whole curriculum. There is one accelerated math class for children. Children are chosen for the accelerated math class based on their performance in the classroom and on statewide and local assessments.

The Impact Math series is the carrying vehicle for grades six, seven and eight in the Tri-Town. It fully integrates problem solving, mathematical reasoning and understanding through the use of manipulatives. Concepts stressed include numeration and place value, probability and statistics, measurement and geometry. Computational skills are extended to include decimals, fractions and percents. Rudimentary aspects of algebra are introduced.

The focus of the social studies curriculum is the study of ancient cultures, from the earliest beginnings of human development, through the fall of Rome. Approximately 20% of the program is devoted to geography skills and awareness. The cultural aspects of the program will be integrated with the five themes of geography. They are: Place, Location, Region, Human-Environmental Interactions, and Movement.

The focus of the science program is a kinesthetic one. Concepts are developed and reinforced through a wide variety of hypotheses, experiments and research. Through

these hands-on lab experiences, students are encouraged to think of science as a part of their daily lives.

Field trips correspond with social studies and include a visit to the Museum of Fine Arts. In addition, students in Grade 6 have the opportunity to attend Nature's Classroom, an environmental camp facility where they adopt a team approach to study ecology. Parents are responsible for the cost of Nature's Classroom.

## **11.8 ART**

Art is a child's first language. It allows him to understand and communicate with his environment. It teaches him to see and become an active participant. Through art, basic needs are mastered and emotions are voiced without words. The art program fosters creativity, encouraging children to take the original project further into the realm of their imagination and perceptions of life. Our art team believes that every student can experience success in the arts.

The art program teaches that effective communication can be provided through imagery and gives each child a sense of the emotional and aesthetic power of art. When these objectives are accomplished, a child should feel greater control of his environment and thus increased self-esteem. Being pleased with his work, and therefore himself, is the ultimate goal.

The Art team is dedicated to teaching students through art production, art appreciation, self-assessment, and an introduction to art history. Art projects are not sent home every week. Most of our projects take 2-4 weeks to complete, and much of the student's artwork is used on school display boards. Due to the nature of the materials used in art, students are encouraged to wear casual or play clothes on art day.

At Fuller Meadow, as in traditional classroom teaching, a child is expected to listen to and follow directions, use materials properly (with independent use the ultimate goal), and show respect for others through sharing. A child is encouraged to select

from a range of choices so that his art work will reflect his individual personality and to understand that in art "copying" a style is allowed to re-create pleasing art work.

The Howe-Manning Art Program is designed to encourage students to explore individual artistic expression. The art lesson is introduced during the first 5-10 minutes of the class to demonstrate or describe the lesson. Ten minutes of the art class is used for clean up, leaving the student with approximately twenty minutes in which to actually create their art. Therefore, it is essential that students develop good time management skills just as they would in any other discipline.

### **11.9 LIBRARY**

The library program is designed to expose students at the K-6 grade level to the pleasures of books and reading. It provides an introduction to fiction and nonfiction materials and to classic, age-appropriate literature of all genres including folk and fairy tales.

Beginning in Grade 3, the library program also provides instruction for acquiring numerous library-related study skills. Students are taught how to access information from a variety of reference tools including dictionaries, encyclopedias, atlases, and primary sources.

Beginning in Grade 4 at Howe Manning, the library program introduces students to fiction and non-fiction books. The Dewey Decimal system, dictionary skills, the thesaurus, the almanac and the atlas are used throughout the year. Students will learn how to locate information in the encyclopedia using charts, graphs and bold print headings. This introduction to resource materials in the library is presented in a fun-filled way and will serve as our students' first steps toward becoming successful, self-reliant problem solvers and life long learners. The Massachusetts Book Award program, presented by Salem State College, is utilized at Howe Manning primarily to promote the love of reading.

## **11.10 Music**

Music is an integral part of the school curriculum, allied with other arts and subject matter. The program is an aural, visual and kinesthetic one. Listening, performing, and creating represent the major categories of participation through which a variety of skills are developed. These skills include the basic components of music, rhythm, melody, harmony, musical forms, tone color, expression, interpretation, and appreciation. The various skills are developed sequentially beginning with kindergarten and continuing through grade six.

In addition, students at Howe-Manning “learn by doing.” Students listen, sing, play instruments, and read music notation. Critical thinking is developed by discussing classroom activities at the end of each lesson (i.e., What’s good about the way we performed this activity? What needs improvement?). Students don’t need talent to be successful in music – all they need is a willingness to try!

### **11.10.1 INSTRUMENTAL INSTRUCTION**

Instrumental instruction is begun in third grade, when children learn to play the recorder and begin to read musical notation. Instruction continues, **on a user fee basis**, in grades four through six, with flute, clarinet, saxophone, trumpet, trombone, and drum instruction offered. There is an optional instrument rental fee. Lessons are offered once per week on a rotating schedule. Children participating in instrumental instruction will miss one class due to lessons and are expected to make-up the classwork missed.

### **11.10.2 BAND**

There are two levels of band, beginning and advanced. Advanced band meets once per week starting in the fall. Beginning band meets once per week after school starting in the winter months. Both bands perform together twice, once in late winter and once in spring. Band is an excellent opportunity for children to practice the instrumental skills they develop during lessons and to gain experience in group musical performance. The band receives support from the Middleton Band

Boosters, which is a parent-run, community-oriented organization founded to promote the activities of the band and to raise funds for equipment, programs and student incentives.

### **11.11 PHYSICAL EDUCATION**

Physical Education plays an important part in the development of all aspects of the individual student. The program must be diversified enough to meet the needs and interests of children and to provide experiences which contribute to the physical, emotional, and social development of the child. Our program emphasizes the fostering of positive physical fitness attitudes for lifelong fitness. Students receive physical education instruction weekly. **Students should wear comfortable clothing and sneakers.**

Some of the objectives of the physical education program are:

1. To develop a general knowledge and skill of a variety of games and activities, which will provide pleasure now and in subsequent years.
2. To develop strength, agility, coordination and endurance.
3. To develop a greater ability to work and play together.
4. To develop a sense of sportsmanship and fair play within which we can abide by the rules and respect the official's decision.
5. To understand that time, effort and practice have a positive effect on skill development and personal enjoyment.

Some of the activities included in our program are kickball, tee-ball, soccer, basketball, wiffle ball, gymnastics, folk and square dance, line dance, obstacle course, relay races, parachute activities, pillo-polo and the President's Physical Fitness Test (at Howe Manning).

## **11.12 HEALTH AND WELLNESS**

The Middleton Public Schools established a Wellness Committee charged with implementation and evaluation of the Wellness Program Policy. Primary responsibility for ensuring adherence to the policy lies with the Wellness Coordinator, who is also a member of the Wellness Committee.

The Wellness Committee recognizes that the relationship between student well-being and student achievement is important. The Wellness Program policy is designed to provide developmentally appropriate and sequential pre-Kindergarten through Grade 6 nutrition and physical education, as well as opportunities for physical activity. Nutritional education follows the standards established by the USDA's National School Lunch Program. Physical education follows the standards established by the Department of Education.

Programs on social and emotional health will also be encouraged. As needed, students will work with the adjustment counselor on anger/emotion management. Age-appropriate programs on alcohol, drugs, peer pressure, growth and development, hygiene, nutrition, bullying, harassment and stress are taught at the upper elementary school level. A peer-group Anti-Bullying program is conducted at the Howe-Manning School. This is a program supported by parent volunteers to guide students in developing skits demonstrating bullying practices and methods to resolve the activity. To establish a positive mentor relationship, students will perform these skits at Fuller Meadow School to the K-3 grades.

## **11.13 TECHNOLOGY**

Middleton's education programs will use technology and the computer at every level. On a four week rotating schedule the computer teacher instructs the students for the first three weeks and the classroom teacher leads the class during the fourth week. The goal of the instruction in this area is to achieve the Massachusetts Department of Education recommended grade level standards for instructional technology, specifically to: 1) demonstrate proficiency in the use of computers and applications

as well as an understanding of concepts underlying hardware, software, and connectivity, 2) demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media, and (3) demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences ([www.doe.mass.edu/edtech/standards/itstand.pdf](http://www.doe.mass.edu/edtech/standards/itstand.pdf)).

Students in Grade 1 through Grade 3 use the 24-station computer lab for one 40-minute session each week. Students in Grade 3 have an additional session during their Language Arts period. Each classroom has a computer for word processing and basic skills practice.

Students in Grades 4-6 will be using Microsoft Office Professional 2003 to produce written reports and PowerPoint presentations, Excel spreadsheets, and Publisher to produce a variety of products such as newsletters and flyers. The steps to good writing, from brainstorming to a published product, will include the use of Inspiration software, a graphical organizer tool. Lastly the student will access the internet in order to gather research for curriculum projects and themes that are started in other subject areas, such as the Iditarod.

### **11.13.1 MIDDLETON SCHOOLS STUDENT ACCEPTABLE INTERNET USE POLICY**

#### **11.13.1.1 PURPOSE**

The Middleton School System is pleased to offer its students access to the school's computer network, including access to the Internet. Access to the school's network will enable students to explore thousands of libraries, databases and bulletin boards. Students will also be exposed to advertisements of various kinds.

The Middleton Schools believe that there is educational value in the Internet, and recognize the potential support to our curriculum. Through the Internet, one can communicate with people all over the world through discussion forums and

electronic mail. Many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for misuse. These guidelines are intended to help ensure that students use this valuable resource in a safe and appropriate manner.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or offensive. While our goal is to provide Internet access to promote educationally supportive materials and sites, students will have access to other information as well. The benefits of student access to the Internet far exceed any disadvantages. Middleton Schools will make every effort to ensure that students use the Internet properly. Students using the Internet are expected to conduct themselves responsibly. Furthermore, these technologies are expensive to purchase, to install and to maintain. As property of the Middleton Schools all technology must be handled carefully so as to benefit all users.

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members cannot monitor student use at every moment. Every student is expected to develop individual responsibility for his or her own appropriate use of the Internet.

#### **11.13.1.2 INTERNET ACCESS IS A PRIVILEGE**

For all users, Internet access through the Middleton Public Schools is a privilege, not a right. A student's access may be canceled by school officials if this privilege is misused. Revocation of computer access privileges may be necessary. Unacceptable uses as applied to Internet access will be subject to disciplinary action.

The intent of this policy is to ensure that all uses of the Internet are consistent with the educational goals of Middleton Schools.

### **11.13.1.3 UNACCEPTABLE USES**

All Internet users will be expected to understand that the following uses of the Middleton Schools Internet access are unacceptable:

1. Using the Internet for illegal purposes or in support of illegal purposes.
2. Posting or divulging ANY private or personal information about yourself or another person (this includes the student's location).
3. Attempting to log on through another person's e-mail account or to access another person's files.
4. Accessing or transmitting obscene or pornographic material. This includes the use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
5. Posting chain letters or engaging in sending annoying messages to large numbers of people (spamming).
6. Using the school network to retrieve, transmit or make available to others a message that is inconsistent with the educational purposes of the Internet.
7. Engaging in personal attacks, including prejudicial or discriminatory attacks.
8. Harassing another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is requested by a person to stop sending them messages, they must stop.
9. Posting false or defamatory information about a person or organization.
10. Using the network in a fashion inconsistent with the directions from teachers and other staff and generally accepted network etiquette.

11. Plagiarism. Plagiarism is the taking of material created by others and presenting it as if it were one's own.
12. Infringing copyrights. Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright. For example, most software is protected by copyright and may not be copied without permission of the copyright owner.
13. Any use for political or commercial purposes that are not directly related to the educational purposes of Middleton Public Schools.
14. Any use that disrupts the educational goals of Middleton Schools.
15. Entering a social chat room for any reason.
16. Any downloading of large or harmful files.
17. Sharing a personal password or account with anyone.
18. Downloading freeware, shareware or other software which affects the system software of a computer.
19. Disrupting the hard drive set-up of a computer, including changing desktop or hard drive folder names, colors or contents.

#### **11.13.1.4 STUDENT RESPONSIBILITY**

Access of material that has been deemed inappropriate for educational use by Middleton Schools' faculty or staff is strictly prohibited. If users encounter such material by accident, they should quit the application immediately. Students should report the incident directly to a teacher. Students will not have the opportunity to simply "surf" the Internet or browse among World Wide Web pages. Students will use the Internet for a specific educational purpose during lab time or for a class assignment.

#### **11.13.1.5 ACCESS TO STUDENT'S FILES**

All student files, including e-mail files and other Internet files and usage may be monitored by faculty for educational and administrative purposes, including the need to ensure that these Guidelines are being followed. Also, faculty may be asked to provide access to student files and records to law enforcement authorities. Students should not assume that the uses of Middleton Schools Internet access will be private.

#### **11.13.1.6 PERSONAL SAFETY**

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate purposes. Middleton Schools cannot screen the Internet for such inappropriate uses. Students must be cautious and prudent about supplying personal information and arranging any kind of meetings. Students should promptly inform their teacher or school administrator of any on-line communication that the student feels is threatening, harassing or otherwise inappropriate.

#### **11.13.1.7 SYSTEM SECURITY AND RESOURCE LIMITS**

Students are expected to follow procedures and guidelines that are issued in order to ensure the security of the Middleton Schools' computer system and to respect its resource limits. These include any downloading guidelines and virus protection procedures that may be issued.

No students should bring a disk from home and utilize it in a school computer without permission from the Technology Staff.

Software installation of any kind, with the exception of that done by the Technology Staff, on school computers will be strictly prohibited.

Students will not be allowed to use the district's computer resources to create their own web page unless it is in conjunction with a class assignment.

### **11.13.1.8 CHANGES IN POLICY**

Middleton Schools reserves the right to change and amend this policy at any time.

### **11.13.1.9 DISCLAIMER OF LIABILITY**

The Middleton Public Schools make no warranties of any kind, whether express or implied, for the service it is providing. The Middleton Schools will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the Middleton School System's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Middleton School System specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain, and consider how valid that information may be.

\*\*Pieces of this policy were gleaned, with permission, from the Topsfield Public Schools' Internet Use Policy.

## **12.0 ADDITIONAL EDUCATIONAL PROGRAMS AND SERVICES**

### **12.1 SPECIAL EDUCATION**

Special needs programs are available to students who, because of a specific learning problem, are having difficulty achieving curriculum goals in the regular classroom. General screenings are conducted for pre-schoolers and kindergartners to identify students who may experience difficulties in school. In addition, parents and school personnel may make referrals for evaluation directly to the special education staff for all students preschool age through 6th grade. In this case, the child will be evaluated by a specialist team to determine the nature and degree of the learning problem. Parents are invited to participate actively in the process.

If, through the evaluation process, a student is deemed to be in need of special assistance, a special school program will be established for that student. Whenever

possible, regular classroom programs will be modified to meet the student's needs. Sometimes, the special education staff may only have to consult with the regular education teacher around modifications and strategies that he or she will carry out in the classroom. However, if programs are necessary to support the regular education curriculum, special needs staff will provide direct services in the areas of learning disabilities, speech and language, and/or occupational and physical therapies. Whenever possible, services will be provided within the regular education classrooms through an integrated model by professional or paraprofessional staff. Our underlying philosophy is that most children can benefit from an inclusive environment which seeks to integrate children rather than separate them. However, if this model is not appropriate, a "pull-out" model in a specialized setting is utilized. Ongoing communication is maintained between the special education provider and the classroom teacher.

Occupational therapy within the school setting is derived from the IEP process and through formal and informal evaluation of visual motor, spatial, bilateral hand skills, grasp release, organization skills, and neural functioning. Treatment is delivered in one-to-one or group sessions. There can also be consultation to teachers, aides, and parents around child specific treatment modalities.

## **12.2 EXTENDED STUDIES AND ACE PROGRAMS**

Mrs. Ritamarie Macadino is our coordinator and teacher of the Extended Studies Pull-Out (ESP) Program at Howe Manning and the Academic Challenge and Enrichment (ACE) Program for third grade students at Fuller Meadow. These programs are designed to address the needs of students who have demonstrated high aptitude in an academic subject by providing them with in-depth, academic challenges during the school day which extend beyond the required curriculum both in skills and in content. Placement in both these programs is determined based upon parent nomination, teacher recommendation, MCAS scores, and individual testing. Student participation in the ESP Program at Howe Manning can occur at the beginning of any grade.

### **12.3 OUTDOOR EDUCATION**

Our sixth grade students leave the school for three days in November with the Principal to attend Nature's Classroom, an environmental camp facility where they study ecology. Parents are responsible for the cost of this program. Students may use school store coupons to reduce the cost. A program is available at school during the days Nature's Classroom is held for students not wishing to attend this on-site ecology program.

### **12.4 READING SUPPORT SERVICES**

Reading support is available to children in Kindergarten through Grade 3. This service is offered to children who are reading below grade level and need support in addition to their regular classroom reading instruction. A remedial reading teacher is available to students in Grades 4, 5 and 6.

The reading teachers may work with children in a small group either within the classroom or in a pull-out model.

Reading instruction is directed towards children's diagnosed difficulties and builds on their recognized reading strengths. It can use any of the following strategies and materials: basal readers, language experience approach, trade books, various writing activities, supplementary phonics materials and reading games.

The reading teacher is also involved in diagnosing children's reading strengths and needs. This may be done through standardized testing and forms of informal assessment.

Remedial reading is available only to children in Grade 4 during class periods on Thursday and Friday. This service is offered to children who are reading below grade level and need support in addition to their regular classroom reading instruction. The remedial reading teacher works with children in a small group within the classroom. Reading instruction is directed towards children's diagnosed difficulties and builds on their recognized reading strengths. The remedial reading

teacher is also involved in diagnosing children’s reading strengths and weaknesses. This may be done through standardized testing and other forms of individual assessments.

## **12.5 TITLE ONE**

This federal grant, as reauthorized under the *No Child Left Behind* Act of 2001, provides resources to local school districts to help students meet the challenging state and local academic standards. The focus of the Title I funding to Middleton is to provide instructional support services in mathematics at the Fuller Meadow School.

School staff identify students who do not have individualized educational plans through special education for math assistance but who, through teacher recommendation and other assessment strategies, are likely to benefit from the additional available support provided via the Title I funding. Identified students then receive supplemental instruction in both individual and small group formats.

Our school 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. Our Title I teachers are “highly qualified” by all state and federal standards, and the district is excited about their capacity and eagerness to deliver excellent instructional services. It needs to be noted, however, that the federal *No Child Left Behind* Act of 2001 requires school districts that receive Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, the school will provide parents with this information in a timely manner, if they request it. Specifically, parents have the right to request the following information about each of their child’s classroom teachers:

- whether they meet the state qualifications and licensing criteria for the grade and subjects being taught;

- whether they are teaching under emergency or provisional status because of special circumstances;
- their college majors, any advanced degrees, and the fields of discipline of their certifications or degrees, and;
- whether paraprofessionals provide services to your child and, if so, what their qualifications are

A Title I Parent Information meeting will be conducted to provide additional information regarding the program, to gather input on the program's development and delivery, and to discuss a parent's role in improving their child's achievement.

If, as a parent of a Title I school student, you would like to receive any of the information listed above regarding your child's teachers, or if there are questions in general about the Title I program, contact Debbie Hale, Director of Curriculum, at 978-887-2856, or [dhale@tritownschoolunion.com](mailto:dhale@tritownschoolunion.com).

## **12.6 SPEECH AND LANGUAGE THERAPY**

The speech and language pathologists are available to help children with deficits in the following areas which impact academic success: (1) receptive language which includes understanding classroom vocabulary, following directions, and general language processing; (2) expressive language which includes articulation, language formulation skills, and word retrieval; (3) voice quality which includes nasality, harshness, hoarseness (must have a physician's report); and (4) fluency which includes stuttering.

There are different service options available to children with speech or language difficulties. These depend upon the severity and type of speech and/or language problems. A child may be serviced within the classroom, in a pull-out small group, by the speech and language pathologist or the speech assistant. Depending upon

the need, the speech teacher may consult the classroom teacher rather than provide direct services.

If a child is referred by a teacher or parent, an evaluation is done to determine whether or not the youngster needs speech or language services. The team, which includes the child's parents, the classroom teacher, the speech and language pathologist, and other individuals, if needed, meet to decide upon the optimum service delivery model for the child.

An informal screening for speech needs will be conducted at scheduled times throughout the school year.

### **12.7 INTEGRATED PRESCHOOL PROGRAM**

An integrated preschool program is offered which is designed to serve the general population of children ages three and four. It includes up to 49% of children with mild or moderate special needs. Special needs services which could be integrated into curriculum may include speech and language therapy, occupational therapy, and/or physical therapy. The special needs services provided are based on the needs of the children. There are morning and afternoon classes taught by a certified special education teacher and an instructional assistant.

Due to space limitations at the school, participation in the Integrated Preschool Program is limited. Participation is determined on a lottery basis. Additional information on the enrollment process and lottery system will be provided to families in January of the upcoming school year.

This program is located at the Fuller Meadow School, and Ellen Best is the Pre-School Director. For more information, please call the Fuller Meadow School, 978-750-4756.

## **13.0 SCHOOL LUNCH PROGRAM**

### **13.1 PARTICIPATION**

Our lunch program will be available to students Kindergarten through Grade 6. The Federal Government sets eligibility criteria for free and reduced lunch. All students will receive a form on their first day of school in an informational packet.

### **13.2 MENU**

The school lunch menu will be published at the beginning of each month and distributed to students. In addition, you will find the menu in the Tri-Town Transcript, the Salem Evening News, Channel 22 on the cable television network, and our school website [www.middletonps.org](http://www.middletonps.org).

Items from the A-List of items approved by the John C. Stalker Institute of Food and Nutrition “Acceptable List of Snacks” are available for purchase on Tuesdays and Thursdays, and ice cream is sold on Wednesdays. The cost of snacks range from \$.50 and upwards. Students may not use their lunch money to purchase snacks. Snacks may not be charged.

### **13.3 DAILY**

Lunch and milk may be purchased on a cash only basis. Lunch is \$2.00, which includes milk, and milk only is \$.60.

### **13.4 WEEKLY**

Lunch and milk may be pre-paid on a weekly basis in advance on the first day of the school week only. A record of pre-paid lunches will be kept with the lunchroom cashier. Students who pre-pay for lunch for the week will receive a coupon for a free ice cream redeemable on Wednesday. The cost for lunch for the week during a normal five day week is \$10.00. The weekly cost for milk during the course of a normal five day week is \$3.00.

### **13.5 MONTHLY**

Lunch and milk may be pre-paid on a monthly basis in advance on the first day of the school month only. A record of pre-paid lunches will be kept with the lunchroom cashier. The price of monthly lunch and milk varies due to the number of school days per month. Refer to the bottom portion of the monthly lunch menu for the monthly price.

### **13.6 EMERGENCY LUNCH**

Unfortunately, students will no longer be able to charge regular lunches. If a child forgets or loses his/her money, a regular lunch will be issued which must be paid by the following day.

### **13.7 ALTERNATE TO THE MAIN COURSE**

If your child would like to purchase a school lunch but does not care for the main course, a peanut butter and jelly sandwich, the sandwich of the week, a bagel and yogurt, or cheese pizza will be substituted for the main course at the regular price of \$2.00. Please note that the School Nutrition program will be phasing out of the use of peanut butter and phasing in the use of sun butter (made from sunflower seeds) during the first half of the coming school year. Students sign up for their lunch choice in their classroom each morning.

### **13.8 FOOD ALLERGIES**

Parents of students with food allergies must notify the school nurse with a detailed description of the specific foods and symptoms of a reaction.

Depending on the allergy, and physicians' documentation, an Individual Health Care Plan may be developed to accommodate the child's needs throughout the school day. In some cases of life-threatening allergies, parents in individual classrooms may not be permitted to send in certain foods. In such cases, classroom teachers will notify parents in writing of foods that are not permitted.

Parents of allergic students should provide necessary medications and physician orders for their administration. These should be directed to the Nurse's Office. Students are not permitted to transport medications on their own.

The Middleton School Nutrition Program offers a nut-free table during lunch when indicated. If parents choose to send nut products in their children's lunches, their children will be asked to wash their hands before leaving the cafeteria. This is to ensure the safety of allergic students regarding contact on playground equipment. We refrain from using nuts and nut products for projects at the Fuller Meadow and Howe Manning Schools.

All attempts are made to provide a safe school setting and to minimize risks. As we cannot guarantee an allergy-free environment at all times, the ultimate aim is to educate all involved and have students be as self-sufficient as possible.

## **14.0 SUPPORT ORGANIZATIONS**

### **14.1 SCHOOL COUNCILS**

The Middleton School Committee supports and encourages the intent and purpose of school councils under the Educational Reform Legislation of 1993. The committee believes that parents, teachers, and members of the community, working collaboratively to advise the principal, will enhance the educational needs of all students in Middleton.

While the Committee supports the attempt to foster a collaborative effort at the school level, it also recognizes its responsibility to provide a common direction. To that extent, it is the expectation of the School Committee that school councils, when developing school improvement plans, will also identify how each school intends to meet system-wide goals. These goals are formulated and approved each year by the School Committee.

The purposes of the school councils are to:

1. Assist and advise the principal in adopting educational goals for the school.
2. Assist and advise the principal in the identification of the educational needs of the students.
3. Assist and advise the principal in the review of the annual school budget.
4. Assist and advise the principal in the formation of a school improvement plan.

In all other areas, the School Committee must grant the school councils additional authority in the area of educational policies. School councils cannot involve themselves in matters covered by 150E of the General Laws dealing with collective bargaining.

Members will serve for a two-year term. Meeting dates and times are posted 48 hours in advance in school newsletters and at Memorial Hall. Meetings are held monthly on a day and time determined by the School Council and, typically, remain the same each month. Parents/guardians and members of the public are encouraged to attend, and a time is set aside at each meeting for public comment.

#### **14.2 STUDENT COUNCIL**

The Howe-Manning Student Council is comprised of two elected representatives from each sixth grade homeroom. Elections are held at the end of September. Students wishing to run for Student Council may post no more than three (3) posters throughout the school. Candidates are allowed to vote for themselves. Handing out flyers, candy, school supplies or other campaign material is not permitted. Students who run for Student Council but are not elected may become alternate members, at the discretion of the Principal. In addition, five representatives will be chosen by the Principal to run the school store and will also serve as members of the Student Council. The Principal is the Student Council Advisor. The Council usually focuses on planning school-wide social events, activities, and community projects that add to a positive school climate. School Store Managers run the school store under the direction of the Principal and volunteer parents. Students must maintain a C average

and satisfactory status in homework, conduct and effort to remain a member of the Council.

### **14.3 SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SPED PAC)**

Under Chapter 766, the state mandates that any school district operating a special education program must establish a parent advisory council.

The Tri-Town SPED PAC meets regularly with school officials to develop a productive working relationship and to have a voice in the delivery of special education services. The Tri-Town SPED PAC provides support, information sharing, speakers, and access to community and educational resources.

Membership to the Tri-Town SPED PAC is open to any parent in Boxford, Middleton, or Topsfield who has a child receiving or being considered for Chapter 766 services. For more information, please contact Sharon Lyons, 978-887-4119.

### **14.4 MIDDLETON PARENT TEACHER ORGANIZATION (MPTO)**

Middleton PTO is a volunteer organization lead by a Board consisting of parent volunteers from both Fuller Meadow and Howe-Manning schools.

Every parent, teacher, and staff member is automatically a PTO member and entitled to attend PTO meetings where policy and activities are planned. The MPTO website, e-mail notices, and regular newsletters keep families and staff informed about PTO activities as well as other important aspects of school/home life.

The primary goals of the PTO are to:

1. Promote the education, safety, and well-being of Middleton children in the schools, in the home, and in the community.
2. Foster a partnership among parents, principals, teachers, and the community in working to enrich all areas of the schools.

3. Strengthen home/school cooperation and communication.

The PTO runs programs throughout the school year to:

1. Provide educational and cultural enrichment for students, through two in-house programs and two field trips per grade, whole school programs, and recess and classroom supplies not covered in the school budget. Funds for these programs are raised throughout the school year through various fundraising activities such as the Treasure Chest Campaign.
2. Strengthen support and respect for both teachers and parents, through the teacher wish list, funds for special teacher requests, and parenting workshops
3. Conduct fund-raising activities to meet PTO aims which require financial support

To achieve these goals, volunteerism is absolutely essential. The PTO encourages you to become an active volunteer. There are a wide variety of activities that need your talents and skills that you will find rewarding and fun.

2007-2008 MPTO Board Members

Co-Presidents – Kim Cosco, 762-3182 and Karen Clayberg, 750-8455

Co-Vice President, Development – Lisa Saxonis, 774-0902

Co-Vice President, Development – Kelly Dumont, 774-3099

Vice President, Student Programs (Fuller Meadow) – Linda Tirrusa, 750-0799

Vice President, Student Programs (Howe-Manning) – Deborah Carbone, 777-6482

Treasurer – Kim Paikos, 739-4002

Secretary – Laura Glynn, 750-8724

Please check out the MPTO's website at [www.middletonpto.org](http://www.middletonpto.org) for more information and to sign-up to receive e-mail notices.

#### **14.5 BEST BET**

BEST BET is a program that is sponsored by the Middleton Board of Trade. Funds raised by the Innisbrook Fundraising Drive at the beginning of the school year are matched by business members of the Board of Trade. These funds are provided to the Middleton elementary school teachers through a grant process for items such as innovative technology that supports the elementary school curriculum.

#### **14.6 TRI-TOWN EDUCATIONAL FOUNDATION**

The Tri-Town Educational Foundation is a non-profit organization that works to raise money from the community in order to provide a source of funding to encourage the development of creative and innovative classroom programs for the students of Boxford, Middleton, and Topsfield, Massachusetts. Funds are dispersed through a grant process to the elementary schools in each town as well as the Masconomet Regional Middle and High Schools.

#### **14.7 TRI-TOWN COUNCIL ON YOUTH & FAMILY SERVICES**

The mission of the Tri-Town Council on Youth and Family Services is to reduce at-risk behavior and improve the emotional health and safety of Tri-Town youth by delivering specialized prevention and intervention services that meet or exceed the needs of our community. Its services, broadly categorized as prevention and intervention, have expanded to include social concerns such as domestic violence, teen dating violence, prejudice, health, wellness, parenting, after-school programming and an employee assistance program.

New programs and services were recently begun including a teen center/after-school program for middle and high school students, a summer playground program for 4th, 5th, and 6th grade students, and Project Safety Net, an enhanced counseling service with on-call capacity. In addition, the Council has increased its

counseling capacity by adding a third adjustment counselor at Masconomet Regional High School.

The Agency has representatives serving on town committees organizing forums and discussion groups and working closely with the schools. The Tri-Town Council also has at least four volunteer representatives from each of the three towns serving on its board of directors and a student board of directors who represent the human services related needs and interests of the Masconomet student body.

## **15.0 LEGAL INFORMATION**

### **15.1 PUBLICATION OF SCHOOL RULES AND REGULATIONS**

Chapter 71, S37H requires that the school committee publish its rules and regulations pertaining to the conduct of students and teachers. Copies of these are in the principal's office and will be made available upon request. Copies of the school committee policies dealing with the conduct of students and teachers are available in each office.

### **15.2 SMOKE FREE SCHOOLS AND SCHOOL GROUNDS**

The Educational Reform Act of 1993 mandates that there will be NO smoking in any school facility and/or school grounds at any time.

### **15.3 EQUAL EDUCATION OPPORTUNITIES**

In conformance with The State Department of Education and The U.S. Office of Education requirements, parents are notified annually of the provisions of the Massachusetts Legislation, Chapter 622 of the Acts of 1971, and Federal Legislation, Title IX of the Education Amendments of 1972, and section 504 of the Federal Rehabilitation Acts of 1973. These Acts prohibit discrimination in public schools.

Chapter 622 states: "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, or national origin."

Title IX reads as follows: "No person in the United States, on the grounds of race, color, or national origin, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving federal assistance."

Section 504 states: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

These laws make it clear that all aspects of public school education must be fully open and available to members of both sexes, minority groups, and to qualified handicapped individuals. No school may exclude a child from any course activity, service or resource available in that public school on account of race, color, sex, religion, national origin, or handicap.

Copies of the State Law and the regulations can be obtained from the Bureau of Equal Education Opportunity, 350 Main St., Malden, Massachusetts. Copies of the Federal Law and the regulations can be obtained from the Office of Civil Rights, H.E.W., R.K.O. Building, Government Center, Bulfinch Plaza, Boston, Massachusetts 02114.

#### **15.4 HARASSMENT**

The Middleton Public Schools are committed to maintaining a school environment free of harassment. 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 Middleton Public Schools require all employees and students to conduct themselves in an appropriate manner with

respect for their fellow employees, students and all members of the school community.

Harassment of students by other students will not be tolerated in the Middleton Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's education or of a student's participation in school programs or activities;
2. Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
3. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

1. Verbal, physical or written harassment or abuse;
2. Repeated remarks of a demeaning nature;

3. Implied or explicit threats concerning one's grades, achievements, or other school matter;
4. Demeaning jokes, stories, or activities directed at the student;
5. Communications such as jokes, comments, innuendoes, notes, text messages, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others;
6. Posting of any of the above anywhere on the Internet.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

**Sexual Harassment:** While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.

#### **15.4.1 INVESTIGATION**

Any individual who believes he/she has been harassed or who has witnessed or learned about the harassment of another person in the school environment should inform the appropriate building Principal as soon as possible or the District Title IX Coordinator/Superintendent of Schools, Bernard F. Creeden, who can be reached at 28 Middleton Road, Boxford, (978) 887-0771 ext.224.

The Middleton Elementary Schools will promptly investigate every complaint of harassment. If it determines that harassment has occurred, the Middleton Elementary Schools will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The complainant will receive a written report of the findings of the investigation.

In certain cases, the harassment of a student may constitute child abuse under state law. The Middleton Elementary Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

#### **15.4.2 RETALIATION PROHIBITED**

Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Middleton Elementary Schools.

Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

### **15.4.3 DISCIPLINARY CONSEQUENCES**

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

### **15.4.4 CLOSURE OF A COMPLAINT**

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

The Middleton Elementary Schools urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can resolve the issue. The state agency responsible for enforcing laws prohibiting harassment is the Office of Civil Rights which is located at the J. W. McCormick Building, Post Office Square, Boston, MA 02109. The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at the John F. Kennedy Building, Room 275, Government Center, Boston, MA 02203, (617) 565-3200. The agency responsible for enforcing the federal law prohibiting harassment on the basis of sex is the Office for Civil Rights within the United States Department of Education, which is located at J. W. McCormick Building, Post Office Square, Boston, MA 02109.

## **16.0 TRI-TOWN BUS RIDER CONTRACT**

FIRST STUDENT, INC.

266 HAVERHILL ST. (REAR), ROWLEY, MA

PHONE: 978-948-2577/FAX: 978-948-2695

BUS COORDINATOR: Cindy Mackenzie, cell phone: 978-360-0025

Remember, it is a privilege to ride the school bus. If a student is not well behaved and courteous and if he endangers the health and safety of other students, this privilege will be taken away. The bus driver shall be considered to have the same authority as a teacher in the classroom. If a student misbehaves, the bus driver has the discretion to request that the student move to the front of the bus. All actions taken by the bus driver, such as seating the kindergarten children at the front of the bus, will be done so to ensure the utmost safety of all children riding the bus.

### **16.1 REGULATIONS**

1. Students shall always cooperate with the Bus Driver for the safety of all concerned.
2. Animals shall not be transported on the bus.
3. Hazardous materials shall not be transported and/or permitted on the bus. Items include matches, lighters, knives, firearms, fireworks, or any flammable liquids.
4. Students shall be picked up and unloaded only at regularly scheduled bus stops.
5. Students shall observe and respect the rights and safety of others.
6. The Superintendent and/or designee reserves the right to make decisions on any items not specifically mentioned under these regulations or rules.

## **16.2 RULES**

### **16.2.1 LEVEL 1**

Students:

1. Shall arrive at the bus stop five (5) minutes before the scheduled pickup time.
2. Shall remain well back from the roadway while waiting for the bus.
3. Shall enter the bus in an orderly fashion and proceed directly to a seat. The student will remain seated until the destination is reached and shall not change seats at another stop unless the driver gives prior approval.
4. Shall keep all articles, such as athletic equipment, book bags, musical instruments, etc., out of the aisle.

### **16.2.2 LEVEL 2**

Students:

1. Shall not throw things in the bus or out the windows while on the bus.
2. Shall keep their hands, arms, and heads inside the bus.
3. Shall correct any offense in Level 1.
4. Shall not eat or drink on the bus.
5. Shall not use profane language, inappropriate gestures, or in any other way compromise the safety and security of others riding the bus.
6. Shall not litter on the bus.

### **16.2.3 LEVEL 3**

Students:

1. Shall not touch safety equipment on the bus, including the emergency doors and windows.
2. Shall not damage or deface bus property.
3. Shall not use tobacco products on the bus.
4. Shall not fight or strike another person while on the bus, including the bus driver.
5. Shall correct inappropriate behavior identified from prior levels.
6. Shall not carry matches, lighters, flammable liquids, or fireworks on the bus.

### **16.2.4 LEVEL 4**

Students:

1. Shall not use any illegal substance (alcohol or drugs) while on the bus.
2. Shall correct inappropriate behavior identified from prior levels.
3. Shall not carry firearms or knives on the bus.

## **16.3 DISCIPLINARY ACTIONS**

### **16.3.1 LEVEL 1**

1. The bus driver will give a recorded oral warning to the student.
2. Repeat offenders will be referred to Level 2.

### **16.3.2 LEVEL 2**

1. The driver will submit a written description of the violation to the principal of the student's school.
2. Notification will be provided, by the school, to the parents of the offending student.
3. The student shall receive an oral reprimand.
4. Repeat offenders will be referred to Level 3.

### **16.3.3 LEVEL 3**

1. Parents will be notified of the student's revoked riding privileges for five (5) school days. Transportation shall be the responsibility of the offending student's family.
2. Repeat offenders of any Level 3 infractions will receive a double sentence (ten days) for their second violation. On their third repetition, the student will be referred to Level 4.

### **16.3.4 LEVEL 4**

1. Parents shall be notified that the student's riding privileges will be suspended for the remainder of the current school quarter and the following quarter (this includes the last quarter of the year carrying over to the first quarter of the new school year).
2. Repeat offenders of Level 4 offenses will have their riding privileges permanently terminated.

## 17.0 HANDBOOK SIGNATURE SHEET

Our family has read and discussed the 2008/2009 Parent-Student Handbook.

1. We understand the expectations regarding behavior in the following areas:

Acceptable Internet Use Policy (page 89)

The Student Code of Ethics and Discipline Policy (page 47)

The Tri-Town Bus Rider Contract (page 113)

2. As a parent, I understand the rules pertaining to:

Medication in School (page 31)

Students Returning to School After Illness (page 36)

3. From time to time, the local media covers student activities and accomplishments. Please indicate below your permission for your child's/children's photograph and/or quotes from your child/children to be included in newspaper coverage of the school.

\_\_\_ I give my permission for my child/children to appear in newspaper coverage.

\_\_\_ I do NOT give my permission for my child/children to appear in newspaper coverage.

4. From time to time, school events and performances are broadcast on Middleton's local school cable channel. Please indicate below your permission for your child/children to be included in any such broadcasts.

\_\_\_ I give my permission for my child/children to appear in local school cable channel broadcasts.

\_\_\_ I do NOT give my permission for my child/children to appear in local school cable channel broadcasts.

We have read the handbook and above-mentioned policies. Our signature indicates acknowledgment of the policies and the expectations as indicated.

\_\_\_\_\_  
Parent Signature/Date

\_\_\_\_\_  
Parent Signature/Date

\_\_\_\_\_  
Child/Grade/Teacher

\_\_\_\_\_  
Child/Grade/Teacher

\_\_\_\_\_  
Child/Grade/Teacher

One handbook per family will be sent home with one of the children in the family. This signature sheet must be returned to your child's teacher immediately. Your support and cooperation is most appreciated. Thank You!