

PEABODY PUBLIC SCHOOLS
STUDENT & PARENT/LEGAL GUARDIAN
2022-2023 HANDBOOK



BROWN BURKE CARROLL CENTER MCCARTHY SOUTH WELCH WEST

This handbook belongs to:

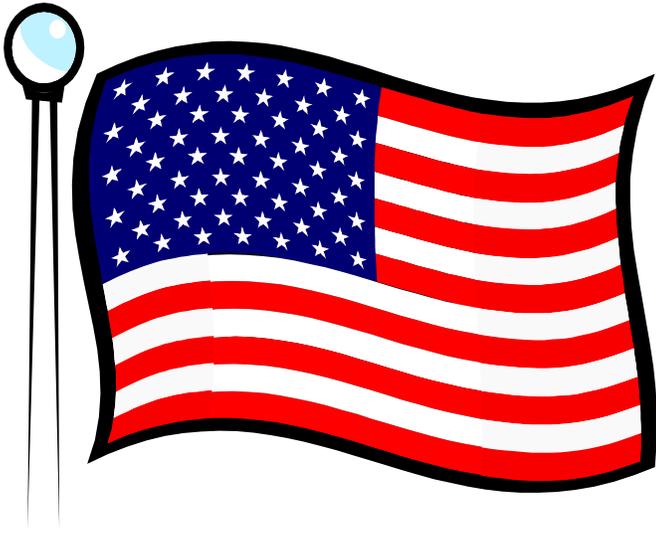
Name: _____

School: _____

Grade: _____

Teacher: _____

APPROVED BY THE PEABODY SCHOOL COMMITTEE: 8.23.22



The Pledge of Allegiance

“I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

PEABODY PUBLIC SCHOOLS

Student and Parent/Legal Guardian Handbook

ELEMENTARY LEVEL

2022-2023 School Year



Peabody School Committee

Mayor Edward A. Bettencourt, Chairperson

Brandi Carpenter

John Olimpio

Beverley Ann Griffin Dunne

Jarrod Hochman

Joseph Amico

Jon Swanson

Policies are subject to change at the discretion of the Peabody School Committee

Peabody Public Schools

978-531-1600

Samuel Brown School
150 Lynn Street - 978-536-4100

Lauren King, Principal
Justin Throwe Assistant Principal

John E. Burke School
127 Birch Street - 978-536-5400

Lacey Becotte, Principal
Bonnie Chenette Assistant Principal

Thomas Carroll School
60 Northend Street - 978-536-4200

Tracy A. Smith, Principal
Melanie Coffin, Assistant Principal

Center School
18 Irving Street - 978-536-5475

Sara Almeida, Principal
Anthony Furnari, Assistant Principal

McCarthy School
76 Lake Street - 978-536-5625

Michelle Zottoli, Principal
Brittany Moreira, Assistant Principal

South Memorial School
16 Maple Street Ext. - 978-536-5700

Jocelyn Sullivan, Principal
Jeremy Hincman, Assistant Principal

William A. Welch, Sr. Elementary
50 Swampscott Ave. - 978-536-5775

Michelle Massa, Principal
Kevin McLaughlin, Assistant Principal

West Memorial School
16 Bow Street - 978-536-5850

Julie Broughton, Principal
Harolyn Fucile, Assistant Principal

Peabody Public Schools

Brown School	Lauren King	978-536-4100
Burke School	Lacey Becotte	978-536-5400
Carroll School	Tracy A. Smith	978-536-4200
Center School	Sara Almeida	978-536-5475
McCarthy School	Michelle Zottoli	978-536-5625
South School	Jocelyn Sullivan	978-536-5700
Welch School	Michelle Massa	978-536-5775
West School	Julie Broughton	978-536-5850

Pre-Schools:		
Intergrated Pre-School	Nancy Charest	978-536-5631
Passos Avante	Danielle Peacock	978-536-5760
Title 1	Michelle Massa	978-536-5775

Dear Students and Families:

Welcome to the 2022-2023 school year! This handbook is designed to inform all students and families -new and returning- of our policies and procedures. It contains valuable information about academics and expectations. Some information has been added or changed, so please read it over carefully. If you have any questions or concerns, don't hesitate to call your child's building administrators.

The last page of the handbook also includes Signature/Acknowledgement page that **must be signed and returned**:

- ❖ Peabody Public Schools' Elementary Level Student and Parent/Guardian Handbook Field Trip Acknowledgement
- ❖ Field Trips Acknowledgement
- ❖ Responsible Use Agreement/Grades K-2
- ❖ Responsible Use Agreement/Grades 3-5
- ❖ Chromebook Program

We look forward to another excellent year at the Peabody Public Elementary Schools and encourage you to communicate with us as the year progresses. Together we can ensure that all elementary students enjoy a successful year.

Sincerely Yours,
The Elementary School Principals

Home-School Communication Guide

As parents and caregivers, you play such an important role in the success of Peabody's children. You were one of your child's first teachers and have a deep understanding of their unique strengths and talents, challenges, and areas for growth. Your knowledge and experience are critical to the home-school relationship, and with your help and partnership, we know that we can provide your child with an excellent experience in the Peabody Public Schools - an experience that addresses your child's individual academic, social, and emotional needs.

One of the key areas that can help create a positive experience for your child is in the area of communication. To that end, we respectfully ask for your partnership and shared responsibility for modeling collaboration and problem-solving through open and honest communication.

While we recognize that it is often instinctual to "go to the top," doing so may actually slow down the process of problem-solving, as the contact is not as familiar with the specific issue and will need to gather data from multiple sources before even beginning to address the issue. Approaching the individual closest to your issue is often the fastest way to resolution.

First Point of Contact - Your Child's Teacher has a wealth of knowledge and information. In many instances where you need to go beyond the information in the student handbook and communicate directly with your child's school, **your child's teacher is generally the first point of contact**. If your concern is not adequately addressed at the teacher level, the following information will help guide you with the next steps. Please note that this is a general guide that addresses some of the most common questions families have regarding non-emergency issues.

Elementary Communication

Type of Question or Issue	First Point of Contact	Second Point of Contact	Third Point of Contact
Questions or concerns about assignments, tests/quizzes, grades, classroom expectations, student progress, classroom issues, etc.	Please contact your child's classroom teacher as the first point of contact. If your question/issue is not resolved at this stage, please see the next column.	If the question/issue is not resolved with your first point of contact, please contact the building principal/assistant principal.	
Questions or issues related to discipline.	If the discipline took place at the classroom level, please contact your child's teacher.	If the discipline took place with the assistant principal or principal, please call the school's main office.	If the discipline issue is not resolved at the teacher or assistant principal level, please contact the principal.

Questions or concerns related to curriculum	Please contact your child's teacher.	Please contact the building assistant principal or principal.	Please contact Central Office.
Questions or issues related to special education (i.e. IEP)	Please contact the classroom teacher/co-teacher or your child's liaison.	If your question or concern was not able to be resolved with your first point of contact, please contact your child's Team Chair.	
Questions related to social-emotional growth	Please contact the classroom teacher.	Please contact your child's guidance counselor or school adjustment counselor.	
Medical Questions	Please contact your child's school nurse.		

Pre-K Communication

Type of Question or Issue	First Point of Contact	Second Point of Contact	Third Point of Contact
Questions or concerns related to behavior	Please contact your child's classroom teacher.	Please contact the Early Childhood Director.	Please contact Central Office.
Questions or concerns related to curriculum	Please contact your child's classroom teacher.	Please contact the Early Childhood Director.	Please contact Central Office.
Questions or concerns related to special education (i.e. IEP)	Please contact your child's classroom teacher.	Please contact the Team Chair.	Please contact Central Office.
Questions related to social / emotional growth	Please contact your child's classroom teacher.	Please contact the Early Childhood Director.	Please contact Central Office.
Medical Questions	Please contact your child's school nurse.		

If you are unsure about the correct contact for your particular question or concern, please call the Main Office of your child's school. The Main Office staff members will be able to quickly identify the person with whom you need to speak and be able to answer any questions on how to best connect with the appropriate staff member.

Finally, if going through the channels above does not bring resolution to your question or issue, the Central Office team is here to support you, and our contact information is below. We thank you for your partnership and support and look forward to working with you to build a positive experience for your child(ren).

Quick Guide School Contact Information

School	Principal	Main Office
Brown Elementary	Ms. Lauren King	978-536-4100
Burke Elementary	Ms. Lacey Becotte	978-536-5400
Carroll Elementary	Ms. Tracy Smith	978-536-4200
Center Elementary	Ms. Sara Almeida	978-536-5475
McCarthy Elementary	Ms. Michelle Zottoli	978-536-5625
South Elementary	Dr. Mark Higgins	978-536-5700
Welch Elementary	Ms. Michelle Massa	978-536-5775
West Elementary	Ms. Julie Broughton	978-536-5850
Higgins Middle School	Mr. Todd Bucey	978-536-4800

Peabody Veterans Memorial High School	Ms. Brooke Randall	978-536-4500
Peabody P.R.E.P.	Dr. Chris Lord	978-536-6500
Director of Early Childhood	Ms. Nancy Charest	978-536-5631
Central Office	Dr. Josh Vadala, Superintendent Dr. Kelly Chase, Assistant Superintendent Dr. Mark Higgins, Assistant Superintendent	978-536-6500
Special Education Administrator	Shannon Crompton	978-536-6060

Email:

To email a staff member, please use the following format: last name, first initial, @peabody.k12.ma.us (i.e. smithk@peabody.k12.ma.us)

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Student & Parent/Legal Guardian Handbook Acknowledgement

Parent Agreement to Permit Field Trips

Responsible Use Agreement (grades K-2 and/or grades 3-5)

Chromebook Program

SCHOOL PHILOSOPHY/VISION/MISSION STATEMENTS

PHILOSOPHY

The philosophy of the Peabody Public Schools is to creatively develop, via a sustained community partnership, a stimulating learning environment that encourages and nurtures an understanding and appreciation of the full continuum of knowledge, traditions and values of our multi-cultural society; and that actively assists each individual to acquire the skills and the positive self-image needed to function effectively in a constantly changing world.

VISION

Peabody Schools inspire, empower, and challenge our students to pursue excellence in reaching their potential. Professional educators and community partners collaborate to ensure success at the highest level in a safe, student-centered environment. We are a community of life-long learners who value the individual while promoting integrity, courage, and the acceptance of differences.

Goals and objectives

1. To improve academic performance in all subjects.
 - 1.1 To horizontally and vertically align the curriculum, PreK - 12.
 - 1.2 To utilize a variety of instructional strategies to support individual student success.
 - 1.3 To implement a variety of assessments that authentically evaluate student success.
2. To expand community involvement that will foster a sense of ownership and share responsibility for our schools
 - 2.1 To build a framework of communications that reflects a positive image of our schools.
 - 2.2 To cultivate relationships with community groups that will actively support educational efforts.
 - 2.3 To establish programs that foster active and on-going family involvement and support of our school system.
3. To develop internal and external resources.
 - 3.1 To maximize existing resources and continue to procure alternate sources of funding.
 - 3.2 To hire and retain the highest quality staff.
 - 3.3 To cultivate and support leadership within the school district.
4. To provide a safe and healthy environment with a shared sense of respect and responsibility among students, staff, and family.
 - 4.1 To improve communication among and between students, staff, and families.
 - 4.2 To increase civic awareness and promote acceptance of differences among students, staff, and families
 - 4.3 To continue to make improvements to our facilities.

MISSION

Peabody's Mission Statement is to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.

Core Values

We believe...

- Students come first.
- Each student can learn and succeed given the proper support, environment, and attention to individual learning style.
- A challenging, supportive, and respectful environment is essential for teaching and learning.
- Student achievement is predicated upon high quality professional development.
- Education is the foundation of good citizenship.
- A well rounded education consists of core academics, fine and applied arts, physical education, and technology skills.
- Respect for self and others is essential and reflected in all learning.
- High expectations for student achievement are shared by students, family, school, and community.
- Education is the shared responsibility of students, family, school, and community.

PARENTAL GUIDELINES AND EXPECTATIONS

Effective education is a Home - School partnership. A child's learning and success in school can be enhanced by adhering to the following suggestions:

1. Ensure that your children are in school and on time, prepared, and ready to learn.
2. Communicate respectfully with all members of the school community.
3. Follow through with what teachers advise parents to do.
4. Create a home environment where learning is important to both parents and children.
5. Encourage children to read more instead of watching television.
6. Work cooperatively with the teacher to establish good homework habits.
7. Encourage children to work up to their potential.
8. Expose children to as many new learning experiences as possible.
9. Take advantage of educational opportunities locally.

Examples: visit local museums, libraries, and other places of learning.

10. Teach children to be respectful of each other and adults.
11. Teach your children by example.

NON-DISCRIMINATION

The Peabody School Committee reaffirms its policy of nondiscrimination related to race, religion, color, age, sex, gender identity, national origin, sexual orientation, homelessness or disability in all matters involved in procuring, employing, promoting, transferring or terminating the employment of personnel.

In similar manner, it reaffirms its policy against discrimination related to race, religion, sex, gender identity, sexual orientation, national origin, homelessness or disability in the admission, instruction, counseling or dismissal of students regarding any courses or programs offered by the Public Schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities.

The Committee further indicates its acceptance of all federal and state laws and regulations dealing with the civil rights of parents, students and employees of the School Department.

Laws in this regard include:

Massachusetts General Laws C 151B, Title 7 of the Civil Rights Act of 1964 42 U.S.C., Section 2000e, Age Discrimination in Employment Act of 1967, 29 U.S.C., Section 621 and the Fair Labor Standards Act of 1938, 29 U.S.C., Section 201; Mass. General Laws, Chapter 622 Acts of 1971, Title IX of the Federal Laws, Education Amendments of 1972, and Section 504 of the Federal Rehabilitation Act of 1973. (Amended August 23, 1977) Inquiries regarding these laws may be directed to the Superintendent or designee.

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, gender identity, religion, nationality, sexual orientation, homelessness or disability as well as physical and intellectual differences.

To accomplish this, the Peabody School Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against admission to a public school of any city, or in obtaining the advantages, privileges, and course of study, of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness or disability.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, extracurricular, and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

2022-2023 SY CALENDAR

8/17-18 NEW TEACHERS(NT)
8/23 – TEACHER ADMIN DAY
8/24-8/25 -TEACHER PD
8/29 grades 1-12 report

AUG '22						
S	M	T	W	T	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			

#SCHOOL DAYS = 3

SEPT '22						
S	M	T	W	Th	F	S
				1	NS	3
4	NS	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	NS	27	28	29	30	

8/29-8/31 Kindergarten Screening
 9/1 Kindergarten 1st Day
 9/1 Peabody Integrated Pre-K 1st Day
 9/2 – NS
 9/5 - NS (Labor Day)
 9/26 – NS (Rosh Hashanah)

SCHOOL DAYS = 19

10/5-NS (Yom Kippur)
 10/10- NS (Columbus Day)
 10/19 – PD / ER
 10/26 – ELEM. EARLY RELEASE

OCT '22						
Su	M	T	W	T	F	S
						1
2	3	4	NS	6	7	8
9	NS	11	12	13	14	15
16	17	18	PD/ER	20	21	22
23	24	25	ERE	27	28	29
30	31					

SCHOOL DAYS = 19

NOV '22						
Su	M	T	W	T	F	S
		1	2	3	4	5
6	7	PD/NS	9	10	NS	12
13	14	15	16	17	18	19
20	21	22	1/2D	NS	NS	26
27	28	29	30			

11/8- PD/NS (Election Day)
 11/11- NS (Veterans Day)
 11/23 - ½ DAY
 11/ 24 & 11/25 NS (Thanksgiving)

SCHOOL DAYS = 18

12/1/22 - HMS Early Release
 12/23- 12/30 - NS (WINTER VACATION)

DEC '22						
S	M	T	W	Th	F	S
				ERM	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	NS	24
25	NS	NS	NS	NS	NS	31

SCHOOL DAYS = 16

JAN '23						
Su	M	T	W	Th	F	S
1	NS	3	4	5	6	7
8	9	10	11	12	13	14
15	NS	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2– NS (New Years Day observed)
 1/16-NS (Martin Luther King Jr. Day)

SCHOOL DAYS = 20

2/20- 2/24 NS (FEBRUARY VACATION)

FEB '23						
Su	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	NS	NS	NS	NS	NS	25
26	27	28				

SCHOOL DAYS = 15

MARCH '23						
Su	M	T	W	Th	F	S
			1	ERM	3	4
5	6	7	8	*9	10	11
12	13	14	PD/ER	16	17	18
19	20	21	22	23	24	25
26	27	28	29	ERE	31	

3/2 – HMS Early Release
 3/15 – PD / ER
 3/30 – ELEM. Early Release

SCHOOL DAYS = 23

4/7 –NS (Good Friday)
 4/17-4/21 NS (Spring Vacation)

APRIL '23						
Su	M	T	W	T	F	S
						1
2	3	4	5	6	NS	8
9	10	11	12	13	14	15
16	NS	NS	NS	NS	NS	22
23	24	25	26	27	28	29
30						

SCHOOL DAYS = 14

MAY '23						
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	NS	30	31			

5/29- NS (Memorial Day)

SCHOOL DAYS = 22

SCHOOL DAYS = 11
 TOTAL SCHOOL DAYS: 180
 NS=JUNE 19-JUNETEENTH (5 snow days)

PVMHS GRADUATION:
 JUNE 2 2023
(SUBJECT TO CHANGE)

JUNE '23						
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	NS	20	21	22	23	24
25	23	27	28	29	30	

NS=NO SCHOOL
 ER=EARLY RELEASE ALL
 ERE=EARLY RELEASE ELEMENTARY
 ERM=EARLY RELEASE MIDDLE SCHOOL
 T=TEACHERS ONLY
 NT = NEW TEACHER ORIENTATION
 PD/NS = PROF. DEV NO SCHOOL
 PD/ER = PRO. DEV. EARLY RELEASE
 1/2D = ½ Day of School

All dates subject to change.

PEABODY VETERANS MEMORIAL HIGH SCHOOL: STUDENTS REPORT 7:15 A.M. / DISMISS 1:50 P.M.

FRESHMAN ORIENTATION: August 22 2022 (subject to change)

OPEN HOUSE: September 8 2022 (6:00-8:00 P.M.)

QUARTERS END: 11/4/22, 1/20/23, 3/31/23 & END OF SCHOOL YEAR

MIDTERMS: 1/17/23-1/20/23: - FINAL EXAMS WEEK FOR SENIORS: 5/23/23-5/26/23

PARENT/TEACHER CONFERENCES: 11/17/22 & 3/9/23 (NO EARLY DISMISSAL; EVENINGS ONLY) 6:00-8:00 P.M.

HIGGINS MIDDLE SCHOOL: STUDENTS REPORT 8:10 A.M. / DISMISS 2:30 P.M.

PARENT ORIENTATION: **Grade 6:** 9/7/22 **Grades 7 & 8:** 9/14/22 (6:00-8:00 P.M.)

QUARTERS END: 11/4/22, 1/20/23, 3/31/23 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 12/1/22 & 3/2/23 (12:30-2:30 & 6:00-8:00) (STUDENTS DISMISSED AT 12:00 P.M.)

ELEMENTARY SCHOOLS: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

ORIENTATION: **(Brown, Burke & West)** - 9/12/22 (6:00-8:00 P.M.)

(Center, South, Carroll, McCarthy & Welch) - 9/13/22 (6:00-8:00 P.M.)

TERMS END: 12/2/22, 3/10/23 & END OF SCHOOL YEAR

PROGRESS REPORTS: 10/14/22, 2/3/23 & 5/5/23

REPORT CARDS ISSUED: 12/9/22, 3/17/23 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 10/26/22 & 3/30/23 (12:55-2:55 & 6:00-8:00 P.M.) (STUDENTS DISMISSED 12:25 P.M.)

KINDERGARTEN: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

K SCREENING: 8/29/22-8/31/22

1st Day for K STUDENTS: 9/1/22

1st Day for Peabody Integrated Pre-K Students: 9/1/22

2022.2023 PD EARLY RELEASE DATES: 10/19/22 & 3/15/23 (brunch to be served):

EARLY RELEASE TIMES FOR PROFESSIONAL DEVELOPMENT DAYS:

High School: 10:30 A.M.

Middle School: 11:30 A.M.

Elementary Schools: 12:00 P.M.

EARLY RELEASE TIMES FOR PARENT TEACHER/CONFERENCES: (breakfast & lunch served)

ERM - MIDDLE SCHOOL 12:00 P.M. - 12/1/22 & 3/2/23

ERE - ELEMENTARY 12:25 P.M. - 10/26/22 & 3/30/23

DISMISSAL TIMES FOR ½ DAYS – DAY BEFORE THANKSGIVING (11/23/22)

& LAST DAY OF SCHOOL ONLY: (breakfast to be served)

High School: 10:30 A.M.

Middle School: 11:00 A.M.

Elementary Schools: 11:25 A.M.



2022–23 Initial MCAS and ACCESS for ELLs Testing Schedule

November 2022 MCAS ELA and Mathematics Retests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> • ELA Session 1: November 9 • ELA Session 2: November 10
<u>Mathematics</u>	<ul style="list-style-type: none"> • Mathematics Session 1: November 15 • Mathematics Session 2: November 16

February 2023 MCAS Biology and Introductory Physics Tests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
Biology	<ul style="list-style-type: none"> • Biology Session 1: February 1 • Biology Session 2: February 2
Introductory Physics <i>First February administration</i>	<ul style="list-style-type: none"> • Introductory Physics Sess. 1: February 1 • Introductory Physics Sess. 2: February 2

March 2023 MCAS ELA and Mathematics Retests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> • ELA Session 1: March 8 • ELA Session 2: March 9
<u>Mathematics</u>	<ul style="list-style-type: none"> • Mathematics Session 1: March 14 • Mathematics Session 2: March 15

Spring 2023 MCAS Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Test Administration Window
ELA test sessions	March 27–April 28 <i>Note that ELA will be administered earlier than Mathematics and STE.</i>
Mathematics test sessions	April 24–May 26
STE test sessions	April 25–May 26

Spring 2023 MCAS Grade 10 Tests

Next-Generation CBT (PBT available as an accommodation)

Subject Area	Prescribed Test Administration Dates
ELA	<p><i>Test the maximum number of students who can participate concurrently.</i></p> <ul style="list-style-type: none"> • ELA Session 1: March 28 • ELA Session 2: March 29 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • ELA Session 1: March 30 • ELA Session 2: March 31
Mathematics	<p><i>Test the maximum number of students who can participate concurrently</i></p> <ul style="list-style-type: none"> • Mathematics Session 1: May 16 • Mathematics Session 2: May 17 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • Mathematics Session 1: May 18 • Mathematics Session 2: May 19

Spring 2023 MCAS High School STE Tests

Subject Area	Prescribed Test Administration Dates
<p>Biology and Introductory Physics</p> <p><i>for Grades 9 and Above</i></p> <p>Next-Generation CBT (PBT available as an accommodation)</p>	<p><i>Test the maximum number of students who can participate concurrently</i></p> <ul style="list-style-type: none"> • Session 1: June 6 • Session 2: June 7 <p><i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only)</i></p> <ul style="list-style-type: none"> • Session 1: June 8 • Session 2: June 9
<p>Chemistry and Technology/Engineering</p> <p><i>for Grades 10 and Above</i></p> <p>Legacy (PBT only)</p> <p><i>Last administration of these two STE tests</i></p>	<ul style="list-style-type: none"> • Session 1: June 6 • Session 2: June 7

2023 ACCESS for ELLs

Grades K–12

CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test remains paper-based.)

ACCESS for ELLs test sessions

January 5–February 9

(5/17/22 update: The ACCESS for ELLs dates are no longer considered tentative.)

2023 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School

Submission deadline

March 31

SCHOOL RECORDS

In accordance with General Law 603 CMR 23.00

Regulations Pertaining to Student Records

Students who are 14 years of age or upon entering the 9th grade, whichever comes first, may see his/her records. If a student is from 14 - 17 years of age or has entered the 9th grade, both the student and his/her parent(s)/guardian (s) or either one acting alone, shall exercise these rights.

Upon request, parents or guardians shall be allowed to inspect academic, scholastic or any other records concerning their children.

Each school committee shall, at the request of a parent or guardian of a student, allow such parent or guardian to inspect academic, scholastic or any other records concerning such student that are kept or required to be kept, regardless of the age of such student. Each school committee shall, at the request of a student 18 years of age or older, allow such student complete access to all school records relative to him or her. A permanent record (transcript) must be retained for 60 years.

Beginning with the class of 2003, temporary records will be retained for a maximum of 7 years and then they must be destroyed after notification to the student who will have the opportunity to claim them if s/he so desires. Copies of the regulations are available in the Student Records Office at Peabody Veterans Memorial High School and at each Principal's office.

Destruction of Temporary Record

Temporary records (all portions of the student record other than the transcript) will be retained for a maximum of 7 years, and then they must be destroyed after notification to the student who will have the opportunity to claim them if s/he so desires.

Any student who graduates in the Class of 2020 or who transfers or withdraws from the Peabody Public Elementary Schools in the 2019-2020 school year, may pick up his/her temporary records in the Student Records Office any time before December 1, 2027. After December 1, 2027, the above records will be destroyed.

GENERAL INFORMATION

ACTIVITIES BEFORE/AFTER SCHOOL

If a student has an activity before/after school for additional instruction with a teacher, intramurals, or special programs, he/she will be expected to report immediately after school. Students should be certain to tell their parents that they will be arriving home later than usual or going to school earlier. Parents are responsible for

arrangements of transportation to and from extracurricular activities. Written or verbal permission is requested to allow a student to stay after school.

ATTENDANCE/TARDINESS/DISMISSAL

To ensure continuity and maximum advantage of the school program, students must attend school each day. Absences due to illness, religious holidays or death in family, or other serious reasons are, of course, understood.

Notes, written and signed by a parent/guardian, explaining all absences, tardiness, early dismissals, or change of routine (such as a bus student walking, etc.) are required and should be sent to the classroom teacher.

The following guidelines should be followed:

1. Parents should utilize the call-in procedure as outlined by each school.
 2. On the day following an absence from school, students are required to bring a written excuse to the homeroom teacher which specifies the date(s) of absence, reason for absence, and the signature of the Parent or Guardian.
 3. When an individual student is late for school, he/she with a parent/guardian or Designee must report to the School Office and sign in before going to the classroom. Excessive Tardiness will result in a Parent Conference.
 4. Students who are to be dismissed from school should bring a note signed by the Parent or Guardian to the School Office prior to the start of school for approval.
 5. Requests for homework and make-up work for absent students should be fulfilled after the student returns to school, except in cases of extended illness that exceed three (3) days.
 6. The School System does not condone, and indeed, strongly discourages the practice of parents or others taking students on extended vacations during days when school is in session.
- These unauthorized absences from school violate State Law and place the academic standing of these students in jeopardy.
- The Attendance Office will investigate all absences in accordance with Massachusetts General Law, Chapter 76, Section 1. Three school vacations are provided for students during the school year. Taking children on vacation during school days should be avoided.
7. The School Department Attendance Officer is notified when a child accumulates seven (7) absences from school and a letter is sent home and put in Student File. Continued excessive absences are noted and follow-up letters are sent by the principal. The Attendance Officer is again alerted and may investigate.

Early Dismissal Procedure

Students who are to be dismissed early will leave class at the time indicated on the dismissal note or upon arrival of the parent and report to the office. For the student's protection and safety, the parent or the person calling for the student must come into the office to pick up the student.

ARRIVAL AND DISMISSAL OF STUDENTS

Parents who drive children to school in the morning or pick them up in the afternoon are asked NOT to enter the school yard or driveway at the front of the building, between 8:15-9:00 a.m. each morning and 2:15-3:00 p.m. each afternoon. This area must be clear for buses and students during those hours.

Adult supervision begins at 8:50 a.m. Students should not arrive before then.

Everyone's full cooperation in these matters is vital to ensure the safety of all elementary students.

BUSING

WALKERS AND RIDERS

Students in grades Kindergarten through Grade 6 who live more than 2 miles from their school will receive bus transportation free of charge. (D.O.E. mandatory distance criteria)

The School Committee has voted to charge a ROUND TRIP bus fee to help offset the growing costs of education. The fee for a child to take the bus is \$325.00 per year, with a family maximum of \$650.00. **ONE WAY PAYMENT** (AM home to school or PM school to home) is **\$225.00** per student with a family cap of \$650.00. The fee will be charged to the following groups of students:

- * all Kindergarten students who live between 1/2 mile and 2 miles from their school;
- * all students in Grades 1 thru 5 who live between 1 and 2 miles from their school;
- * all students in Grade 6 who live between 1.5 and 2 miles from their school;
- * all students in Grades 7 and 8 who live more than 1.5 miles from their school;
- * all students in Grades 9 thru 12 who live more than 2 miles from their school.

Distances will be measured from a point on a sidewalk directly in front of a regularly used entrance to the school of attendance along regularly traveled routes to a similar point on the sidewalk or road directly in front of an entrance to the student's residence. In both cases, the entrance used will be that which provides the shortest route between home and school.

Unless required by law, no transportation would be provided for students attending school outside the city limits.

Bus passes will be mailed home the week before school starts. There will be a fee of \$5.00 for students in Kindergarten thru Grade 5 and \$10.00 for students in Grades 6 thru 12 for a replacement pass.

LEGAL REFS.:	Chapter 71	S68
	Chapter 71B	S8
	Chapter 74	S8
CROSS REF.:	Open Enrollment	JFBA

STUDENT CONDUCT ON SCHOOL BUSES

BUSES/BUS BEHAVIOR

Bus eligibility requirements are established by the Peabody School Committee. Bus routes are published in local newspapers during the latter part of August. Only those students who are eligible may ride the school bus to which they have been assigned.

Buses are a special service provided by the City of Peabody for those elementary students living more than a mile from school, 1/2 mile for Kindergarten.

You are reminded that all school rules apply to the bus also. Rules must be followed by bus riders so that the trips to and from school are safe and enjoyable for everyone.

While on the bus, students should remain seated, and keep hands and head inside the bus at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Students may have the privilege of riding on the school bus revoked for infractions of bus regulations.

Suspensions of bus privileges will be immediate after proper notification of parents/guardians. In such a case, parents will be responsible for transporting their children to school.

School bus drivers have orders to stop only at the designated pickup or drop off points.

School buses are not to be used for:

1. Bringing friends home.
2. Transportation to social events, religious schools, private lessons, or medical appointments.

Should an emergency situation occur and bus transportation be necessary, parents/guardians should write a note to that effect. Those notes must be brought by the student to the Principal's office for approval as early as possible. It must be noted that certain requests may not be honored due to safety concerns. In such cases parents/guardians will be duly notified so that other arrangements can be made.

BUS REGULATIONS

Rules of Conduct on Buses

Pupils are under the jurisdiction of the school authorities from the time they board the bus until they leave the bus, which returns them home. It is a privilege to ride on the school bus. Students are to be considered on school grounds when riding the school bus. If riders are not well behaved and courteous, they endanger the health and safety of other riders and may be deprived of the privilege of riding. A bus driver's authority on the bus is comparable to that of a classroom teacher.

1. While waiting for the bus, pupils should stand back on the sidewalk, tree belt or driveway. They should not play on or near the street, or on private property.
2. Bus windows will be open only with the permission of the driver on a particular days run. Head, arms, and all other parts of the body must be kept inside the bus.
3. Pupils must refrain from horseplay. (see # 11)
4. Pupils are not to throw objects of any kind nor litter in or out of the bus.
5. Pupils are expected to take good care of the bus seats and other equipment.
6. Pupils will cooperate with the driver at all times for the safety of all.
7. Smoking and the drinking of any alcoholic beverages is by State law, illegal at all times on school buses.

8. The emergency door is for emergencies only. Pupils are not to touch said equipment on the bus except in an emergency, and then only on instruction from the driver.
9. Pupils must use extreme care in crossing streets after alighting from the bus. The following procedure must be used if a pupil must cross the street after leaving the bus.
 - a. He/she shall immediately go to a position about eight feet ahead of the bus.
 - b. Then he/she shall make sure that all traffic has stopped before stepping to the center of the street.
 - c. He/she shall cross quickly to the other side once he/she is sure no traffic is moving in either direction.
10. Other persons having any complaint should put it in writing along with their _____ signature and submit the grievance to the Principal or designee. He/she will then _____ investigate the problem and take appropriate action.
11. Typical infractions of regulations which may cause loss of transportation privileges are smoking, possession and/or consumption of an alcoholic beverage, possession and/or consumption of drugs, profane or foul language, damage to the bus, boisterous conduct, throwing objects, fighting, excessive fooling, tampering with the emergency door or other safety equipment, playing with matches, disrespect to the driver.

CALL-IN PROGRAM

The purpose of this program is to monitor the arrival or absence of elementary school students each day. Parents whose children will be absent from school can call the special number from 6:00 p.m. on the day prior to absence until 9:00 a.m. of the day during which your child will be absent.

If a child is absent and no call has been received, a school secretary or a volunteer parent will call the home or workplace.

"Call-in Numbers" will be provided by each individual school.

This program will begin as soon as forms are completed and returned to school by each parent.

IDEA 2004

Chapter IDEA 2004, the Comprehensive Special Education Law, is designed to provide services to children having special needs.

Such a determination or referral must be based upon a finding that a child, because of difficulties or attributes arising from intellectual, sensory, emotional or physical factors, is unable to progress effectively in a regular education program.

Any parent who feels that his/her child, between the ages of 3 to 22, is in need of special education services should contact the Administrator of Special Education at 978-536-6060. Arrangements can be made to determine the nature of the needs and to provide the necessary support and services.

SECTION 504

Section 504 is a federal statute that prohibits discrimination based upon a disability.

Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to work or learn. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under section 504:

A PERSON MAY BE CONSIDERED DISABLED UNDER THE DEFINITION OF SECTION 504 IF THE INDIVIDUAL:

1. has a mental or physical impairment which substantially limits one or more of such person's major life activities;

"Major life activities" include functions such as:

- * caring for one's self
- * performing manual tasks
- * walking
- * seeing
- * hearing
- * speaking
- * breathing
- * learning
- * working

When condition does not substantially limit a major life activity the individual does not qualify for services under Section 504

2. has a record of such an impairment; or
3. is regarded as having such an impairment.

Please contact the school Principal for further information on eligibility determination under the 504 guidelines.

CONSIDERATION FOR OTHERS

Much of what you may and may not do in public places, such as school, depends upon your consideration of others. This includes loud noise when others are studying, running in halls which may injure someone, and care of school property which is here for all to use. Most important, perhaps, is the manner in which you speak to other people, both fellow students and adults. All should be treated with respect and thoughtfulness for their personal feelings, not because they are older, taller, stronger or wiser, but because they are fellow human beings. It is your responsibility to be kind to others and help make life in school a comfortable experience for everyone -- especially yourself.

Students should not bring inappropriate devices or items to school. These items include but are not limited to electronics, toys, trading items, etc.

Those students who do not show consideration for others, or do not follow the rules of the school, may be asked to remain after school, have restrictions placed on their privileges, or be temporarily removed or suspended from class.

DRESS AND APPEARANCE

STUDENT DRESS CODE POLICY

Students are expected to keep themselves well groomed and neatly dressed at all times. Any form of dress or hairstyle which is considered contrary to good hygiene, or which is distracting or disruptive in appearance and detrimental to the purpose and conduct of the school, will not be permitted.

The following shall determine dress and grooming, decency, cleanliness, neatness, and suitability for school.

GUIDELINES

Proper dress influences the learning atmosphere. It is expected that each student will take pride in his/her personal appearance and come to school well-groomed.

Halters, tank tops, T-shirts with inappropriate pictures or writing are not acceptable; neither is abbreviated attire that is more suitable for beachwear. Tank tops should have straps that are at least 1" wide. Shorts should be no shorter than a child's fingertip when fingers are placed at their side. For safety concerns, the wearing of 'flip-flops' is discouraged. Heelies are not allowed.

On Gym Day, everyone should wear sneakers (or shoes with rubber soles), and girls should wear slacks (no dresses). For children's safety, watches, earrings, or jewelry should not be worn on gym days or gym class with the exception of medical alert jewelry.

The Principal shall be the final arbitrator of appropriate dress.

EDUCATIONAL FIELD TRIPS

A field trip is like any other school day except that students are learning in a different setting. Field trips are planned to teach students in an academically enriching manner.

It must be noted that these trips often necessitate that the students leave the school grounds, and these trips may extend beyond the normal school day. Student participation must be considered a privilege. If students have not demonstrated acceptable behavior or conscientiousness concerning the completion of school work, they may not be invited to participate in field trips. Staff members are encouraged to notify selected students or parents that participation in field trips is in jeopardy.

Students who have not made restitution for lost or stolen books will not be invited to participate in some activities including field trips.

All students will be expected to have a permanent Field Trip Permission Approval on file with their teachers. Parents will be notified of each trip.

All Parent chaperones that volunteer for field trips or any school activity on or off campus must complete and submit a CORI form along with their driver's license. These forms are available in the main office of each school building. Parents that are not approved (CORI Checked) chaperones or are uninvited are not allowed to attend the field trip as a part of the school group or follow the school group around the field trip site. Non-CORIED and uninvited adults/family members that appear at field trip sites are not considered a part of the school-sponsored field trip group.

SEE SIGNATURE/ACKNOWLEDGEMENT PAGE AT THE END OF THIS DOCUMENT

EMERGENCY DISMISSAL AND EVACUATION

PLAN A: EMERGENCY DISMISSAL

Emergency Dismissal of students because of hazardous driving or walking conditions will be broadcast at least (1) one hour prior to the dismissal and will take place at the discretion of the Peabody Public Schools

- a. All parents shall be guided by weather conditions.
- b. Cancellation of classes shall be made to the media by the Peabody Public Schools (WBZ, Channels 4, 5, 7, and 25). In addition, a secondary message will be issued via the Connect Ed parent outreach system.
- c. No telephone calls shall be made to parents by school personnel.

- d. Children are expected to return home immediately following their dismissal.
- e. Parents shall rehearse with their children an alternative plan in the event that parents are not home; children shall not return to school.

PLAN B: EVACUATION

Evacuation of students because of disastrous conditions shall be at the discretion of the Peabody Public Schools. Students and staff may be assisted by emergency responders according to the city's multi-hazard plan.

- a. All students shall remain with their classroom teachers.
- b. All children, teachers, and nurses shall be transported to nearby schools designated as "safety schools," or other locations designated as shelters. Safety schools and/or shelters will be within walking distance unless the incident requires transportation to a distant location away from the incident.
- c. The Principal or his/her designee shall contact the Superintendent for transportation.
- d. The nurse will make every effort to bring all scheduled and prn Emergency drugs such as Epi-Pens, Inhalers, and Benadryl that have been appropriately prescribed according to state regulations. The nurse will also bring the Medication Manual to assure appropriate administration.
- e. Parents shall be notified by telephone by the Peabody Public Schools. The telephone numbers will be taken from the student's emergency contact phone numbers on the emergency form.
- f. Teachers shall dismiss each student to his/her parent or parent designee after securing the signature of said parent or parent designee.

FIRE DRILL CONDUCT

The fire drill exit route is posted in each classroom and instructional area. Students are expected to:

- 1. Know the proper exit and route from any place in the building.
- 2. Leave via the nearest exit if you are in the lavatory or hallway when the alarm rings.
- 3. Walk in a quiet and orderly manner. Talking is not permitted during a fire drill.
- 4. Avoid walking through a group of people.
- 5. Return to the building upon direction of supervisory personnel.

There is a strict law against pulling a false alarm. A false alarm is not a prank. It puts the lives of responding firemen in danger as they rush to get to the school, and students can get hurt needlessly as well.

Other safety drills may be conducted.

HEALTH

SCHOOL NURSE, PHYSICIAN AND DENTIST

- 1. The School Nurse should not be expected to replace your own family doctor.

2. If you find head lice or nits in your child's hair, please contact the Principal and school nurse immediately so that all the children can be checked. This is a highly contagious condition which must be corrected before your child returns to school. The nurse checks all students before they return to school if they had lice or nits. Peabody Public Schools have a NO-NIT Policy, so please be sure the child is nit free before returning to school. Otherwise you will be notified to take the child back home.
3. The School Physician or other medical professional approved by the Board of Health and/or the School district may periodically visit the schools according to Massachusetts State Law.
4. Submit a slip or form to the school from your child's Doctor when a booster of DTP, Polio, TB or MMR, Hepatitis B, Varicella, or any other immunization is given. This will help keep the Health Record updated.

MEDICATION

1. All medications are to be turned in to the School Office/Nurse by an adult.
2. If taking prescription medication during school hours is unavoidable, a ONE DAY'S DOSAGE IN THE ORIGINAL CONTAINER must be accompanied by a signed medication order form from a doctor or licensed prescriber as well as signed parental authorization form. The same applies to children who have a chronic condition requiring the regular administration of prescription medication during school hours.

Up to a thirty (30) day supply in the original container can be brought to the school by an adult.

3. If the child is taking a ten (10) day antibiotic or a non-prescription medication, the medication must be delivered by an adult in its original container and must be accompanied by a signed parental authorization form stating the name of the medication, the dosage, and the time of administration. If the medication is non-prescription or over-the-counter, the medication must be approved by the school physician.
4. Please speak to the school nurse when you bring any medication to the school.

HOMEWORK POLICY

Homework extends and reinforces the work of the classroom teacher. Desirable homework habits start at school with thorough instruction and clear assignments and are supported by good study habits, e.g., beginning work promptly, having the necessary materials on hand, and working in a comfortable atmosphere free from distraction. Independence in obtaining information and in analyzing situations objectively is the goal.

Parents may help a child by providing a similar home atmosphere for homework purposes. A definite time and place will help establish a routine. Parental encouragement is always welcome. Checking work for errors and constructive criticism is always useful. However, at no time should a parent perform the work. Should there be any questions about homework assignments, a discussion between parent and teacher is recommended.

The amount of homework assigned shall be gradually increased from grade-to-grade. The following schedule is a guide, for the "average" student; appropriate adjustments should be made for the "gifted" as well as for the "underachieving" students.

Grades 1-3: 15 minutes to 45 minutes

Grades 4-5: 45 minutes to 60 minutes

NOTE: Principals or designee shall periodically monitor the amount of homework assigned in order to ensure the attainment of a balance among assignments and to prevent persistent assignment overload.

Teachers are aware that classes and individuals differ greatly in ability, study habits, and attitudes. To the extent possible, these differences are recognized in assigning homework.

In general:

1. Homework shall be assigned at the discretion of the teacher. However, teachers of semi-departmentalized classes should periodically consult each other to avoid exceeding stated time limits (given above) on one or more nights per week.
2. Assignments are in written form whenever appropriate.
3. Knowledge of the assignment and of skills necessary to complete the assignment are checked before class is dismissed.
4. Students are encouraged to use common materials, forms and procedures in submitting homework. Work is expected to be neat, clean and legible.
5. Teachers are expected to collect and check each assignment, reviewing errors, recording results, etc.

INSURANCE

Students are able to purchase, at a minimum cost, insurance for each school year. This insurance covers a child against many kinds of accidents, on the way to and from school, as well as at school. The school is in no way responsible for the insurance; it merely facilitates the handling of such insurance.

LOST, DESTROYED OR DAMAGED PUBLIC PROPERTY

It is the policy of the Peabody School Committee that students be held responsible for public property, including books, which is provided free of charge for their use.

A person destroying, damaging, mutilating, or losing public property because of negligence shall be held responsible to pay for the loss incurred. The actual cost of repairs, or an estimate of that cost, will be presented to the individual or people responsible, together with a bill for same. The replacement value of an item will be used in the event that an item must be replaced. If the responsible parties are students, a copy of the bill will also be presented to the parent(s)/guardian(s) of the student. A copy of the bill will be forwarded to the School Business Administrator who will arrange for collections, receive all funds and deposit same with the City Collector.

LUNCH AND BREAKFAST

1. Hot lunches and a light breakfast may be purchased on a daily basis.
2. Lunch menus are submitted to local newspapers the week before they are in effect, posted in each school, and on our web site.
3. Applications for free and reduced priced lunches are available in the main office of each school.

OPEN ENROLLMENT POLICY

Parent(s)/guardian(s) may request the Superintendent of Schools to approve the transfer of individual students in the elementary schools under the following limited conditions.

- a) A request for the attendance of a pupil in a school other than one in the attendance district in which the pupil resides may be made to the Superintendent of Schools.
The Superintendent of Schools will act upon this request in order of its receipt.
The Superintendent of Schools will make a response to the request in writing, with copies forwarded to the Principal of the schools involved.
- (b) Requests must be made within a time frame as voted by School Committee.
- (c) Requests will be granted at the discretion of the Superintendent.
- (d) Parent(s)/guardian(s) accept responsibility for transportation to the new school of attendance. No special transportation service or change in existing bus schedules will be authorized in support of transfer.
- (e) Subject to the limitations of the Federation contract, the School Department may not withdraw approval during the same school year in which it was granted.

PARENT/TEACHER COMMUNICATIONS

1. Report cards are sent home three (3) times a year; in December, March, and June.
Progress reports will be sent home between these marking periods to alert you to your child's performance.
2. In the event that there are problems concerning a student's education, the following procedural steps should be taken:
 - a. Teacher Conference
 - b. Principal and/or Supervisor Conference
 - c. Superintendent of Schools Conference
3. Parent/teacher conference days will be scheduled for each school year.
4. Please be advised that all incoming and outgoing email on the Peabody Public Schools email system is public record per the Public Records law.

PARENT-TEACHER ORGANIZATION

The Elementary School P.T.O. serves as the liaison between home and school. Worthwhile school programs and activities are sponsored and in some instances, partially funded by this group. Parents are encouraged to become members and participate in this organization.

PROGRAMS FOR ELL STUDENTS

The Peabody Public Schools currently offers English Immersion programs taught in English with the support of English as a Second or Other Language teachers.

Support services in English as a Second or Other Language (ESOL) are provided for all limited English proficient (LEP) students. Elementary LEP students are placed in classrooms according to their grade level and are taught grade and age appropriate content while receiving intensive English language instruction from the ESOL teacher.

PROMOTION, RETENTION AND ACCELERATION OF ELEMENTARY SCHOOL STUDENTS

Promotion at the end of one school year to the next grade level is considered the normal pattern for all but a very small number of children. For a small number slow in making progress, it may be better for them to be provided with a further experience at the same level (not promoted). It is generally considered that such action is preferable at an early age rather than a later one.

A decision regarding promotion will be made by the teacher in whose class a child has been assigned together with the Principal, the child's parents or guardian, and may include other members of the staff who have become involved with the child's progress in a major way (e.g. an IEP Team).

It will be the task of this group to consider the evidence of a student's achievement and needs, his/her chronological age, his/her social and emotional maturity and the availability of suitable programs of instruction and to seek an agreement on a plan of action best suited to promote his/her progress in school.

Should the group fail to reach such an agreement it will fall to the principal to resolve the matter. His/her decision shall be reduced to writing citing evidence on which it is based. The decision of the principal will be final.

No child will be retained in a grade for a second year unless the parent(s)/guardian(s) of that child have been notified, by letter or conference, of the possibility of such retention by February of the school year for children in Grades K-5, and by April for Kindergarten pupils and, subsequent to such notification, referrals have been made to other school officials to ascertain, insofar as possible, that there are no special needs or disabilities to be met by other means.

Trial promotions are considered solutions to be discouraged, but if no other solution seems possible, may be acceptable.

Once in a while, a student will exhibit such maturity and understanding that it would appear in his/her best interests to place him/her in a class in advance of his/her chronological aged peers. The decision to do so will follow the same pattern as that for non-promotion.

Revised October 2002

PUBLICITY/DIRECTORY

Publicity

Students from time to time may participate in school activities which are covered by the news media including newspapers, TV, cable TV, and Web sites. If you do not wish to have your child's name or picture used in this manner, please notify the Principal in writing prior to September 15th of each school year.

Directory

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

The following information regarding students is considered directory information:

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

Directory information may be disclosed in accordance with School Committee Policy for purposes including but not limited to Homeroom Lists, Class Lists, and Honor Rolls, in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this

notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

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

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

SEE SIGNATURE/ACKNOWLEDGEMENT PAGE AT THE END OF THIS DOCUMENT

REGISTRATION/TRANSFER

Registration

"Proof of Peabody residency must be provided at the time of registration." At least two forms of proof must be presented. These documents must include Parent/guardian name and current address. Acceptable forms of identification are:

Current Massachusetts drivers' license
Copy of a lease or mortgage
Current electric, gas, water, or telephone bill

If the child resides with anyone other than the parents, an official court document stating legal custody/guardianship must also be provided.

At the time of registration, all medical documentation consisting of current immunizations and physicals as required by state law shall be submitted and reviewed by the school nurse.

The City of Peabody Board of Health offers free immunization clinics monthly in the health department office, lower level, City Hall, 24 Lowell Street, Peabody, MA for any student who needs an immunization shot. Please call the Public Health Nurse at (978) 538-5931 for times and dates.

Transfer

1. If you are relocating outside the city of Peabody, please notify the school in advance of your move so that we may give you a transfer slip to bring to your child's new school.
2. If you are relocating within the city of Peabody, and transferring to another school district, please notify the school so that we may give you a transfer slip to bring to the new school. "Proof of Peabody residency must be provided."
(refer to Registration Procedures.)

RELIGIOUS HOLIDAYS

There have been many questions from parents and religious leaders about which religious holidays will be on the calendar as days that school is not in session. It was negotiated between the Teachers Union and the School Committee that beginning September 1, 2002, Yom Kippur and Good Friday would be official days off from school as designated by the school calendar. Other religious holidays, include but are limited to Rosh Hashanah and Greek Orthodox Good Friday, would be a school day. Of course, students and employees who celebrate other religious holidays have the option of taking them.

All Principals will be working with teachers to ensure that no tests or quizzes should be given on these days. Homework should be given plenty of time to be made up. Pupils will be marked "excused absent" and these days will not be counted against them in terms of perfect attendance awards or credit loss at high school. Please note that these absences will show on the report card as per the Department of Education reporting regulations.

SCHOLARSHIP STANDARDS

It is the policy and goal of the Peabody School Committee to provide every student in its schools the intellectual freedom, educational resources, and the guidance with which, and the physical environment within which, he/she may study and learn to the best of his/her ability.

All assignments and work are to be original in nature by the student unless otherwise attributed.

SCHOOL CANCELLATION/DELAYED OPENING

The following radio and television stations will carry "NO SCHOOL," "DELAYED OPENINGS," or "EMERGENCY DISMISSAL" announcements due to inclement weather:

WBZ - Radio & TV channel
CHANNELS - 4, 5, 7 & 25

The TV/Radio Media is the primary source for this information.

In addition a secondary message will be issued via the Connect Ed parent outreach system.

The decision to cancel school sessions or delay the opening of schools will be made at approximately 5:40 a.m. It is suggested that parents check for updated announcements if weather conditions change.

Emergency dismissal, in anticipation of hazardous driving or walking, will be broadcast at least one (1) hour prior to dismissal. Please listen to these radio or television broadcasts and refrain from calling the Peabody Police Department and/or schools.

Delayed opening, in anticipation of rapidly changing conditions or "freak" mini squalls, may be called allowing the School Administration lead time to reassess the situation. If school opening is delayed, all bus transportation and other services will be delayed accordingly.

Students should plan to arrive at school in relation to the delayed opening time. School dismissal will be at the usual time. Stay tuned to your local radio/T.V. stations for any change or update regarding the delayed opening.

ACTIVITIES DURING NO SCHOOL DAYS

When school is cancelled for inclement weather, or closed for holidays, it is School Department policy that all activities, including athletic events or practices, Parents' Night, meetings, etc., are cancelled as well.

Extenuating circumstances may exist that an activity must be held. Approval by Administration is necessary so that custodial services may be arranged.

SCHOOL HOURS

Elementary School hours are:

8:50 a.m. **First Bell** 9:00 a.m. **Instruction Begins** 2:55 p.m. **Dismissal**

SCHOOL/CLASS PLACEMENT

The Peabody Public Schools reserves the right to unilaterally change student class placement until October 1st.

The placement of students is the responsibility of the Peabody Public Schools and the school principal.

Social development, scholastic achievement, learning styles, emotional needs and class size are concerns taken into account when placing children with their respective teachers. It is the goal of administrators and teachers that children are placed in a well-balanced classroom to promote the best possible social and intellectual development of all students. Since the placement of students is the responsibility of the Peabody Public Schools and the school Principal, personal requests for preferred teacher assignments will not be honored.

**SCHOOL RULES and STUDENT CONDUCT
for ALL PEABODY PUBLIC ELEMENTARY SCHOOLS**

School Rules

Pride in our school and community

Everyone takes responsibility for their actions

Academically challenge yourself everyday

Be on time and present each day

Ongoing respect for yourself and others

Demonstrate self- control *-and do my best all Year long*

RULES

SCHOOL

STUDENT CONDUCT

The primary responsibility for a child's behavior rests with the student. Students who fail to comply with the school rules and regulations as outlined in this handbook section will be subject to disciplinary actions deemed appropriate by the administration. The following represent some of the options that will be used:

1. Student-Teacher Conferences
2. Parent-Teacher and/or Counselor Conference
3. Student-Administrator Conferences
4. Parent-Administrator Conferences
5. Loss of Recess
6. Detention
7. Loss of School-Sponsored Activities
8. In-school suspension
9. Out-of-school suspension
10. School Resource Officer Referral
11. C.H.I.N.S Petition
12. Peabody District Court
13. Expulsion
14. Discipline Procedures for Special Education Students

1. Student-Teacher Conferences

A student-teacher discussion of the problems may provide the student with an awareness of why his/her conduct is inappropriate, alert the teacher of the student's individual needs and provide an opportunity for the student and teacher to work out a satisfactory solution.

2. Parent-Teacher Conferences and/or Counselor Conference

Families are encouraged to get to know their children's teachers early in the school year in order to promote a positive rapport that can be useful if student concerns arise during the year. Only through cooperative effort from the parents and the staff can solutions be decided upon which will improve academic and behavioral performance.

3. Student-Administrator Conference

Students may be referred to an administrator to discuss concerns. The administrator will work with the student to problem solve and identify alternative solutions that address the concerns.

4. Parent-Administrator Conferences

Parents will meet with an administrator to discuss concerns. The administrator and parent will work together to problem solve and identify alternative solutions that address the concerns.

5. Loss of Recess

In order to provide students with time to review their behavior and what steps to take to avoid similar behavior a loss of one or more recesses may be given.

6. Detention

Students may be asked to stay after school under the supervision of an administrator. Please see "Deterrents to Unacceptable Conduct." Article D section D6 of the Peabody Student Citizenship Code. Parents will be contacted to inform them of the need for their child to stay for detention.

7. Loss of School-Sponsored Activities

For repeated or serious infractions students may lose their privilege to participate in school-sponsored activities including but not limited to: field trips, cultural events, PTO-sponsored activities and events, and after school activities, events, clubs, and sports.

8. In-school Suspension

Students assigned to in-school suspension will be isolated from their peers throughout the day including lunch. In an effort to continue uninterrupted learning and studies, students will be provided with the day's assignments from their teachers and assistance will be given when needed. In "earning their way out" students are expected to complete all their work assigned and indicate by their behavior they are ready to return to their regular classes the next day.

Students will not enjoy the privileges of participating in or being a spectator at any activities that occur on those days that they are placed on an in-school suspension.

School infractions which may result in in-school suspension may include but are not limited to the following:

- Bullying/Harassing
- Causing a disturbance in the school
- Destruction of property
- Disruptive in class
- Physical violence towards another individual
- Swearing
- Theft

- Verbal or written threats and/or threatening behavior
- Violation of computer network acceptable use policy

9. Out-of-School Suspension

Students may be assigned this consequence after repeated in-school suspensions **OR** behavior that is deemed exceedingly inappropriate. Behaviors that fall into this category may include but are not limited to the following:

- Behavior that, in the opinion of the administration, is a safety concern for the student, fellow students, or the staff
- Disrespect
- Fighting
- Harassment
- Possession of a dangerous weapon (see section)
- Previous in-school suspensions
- Physical violence towards another individual
- Stealing
- Swearing
- Vandalism
- Verbal or written threats and/or threatening behavior

In all situations above, parents will be notified in writing of the cause of the suspension. External suspensions will commence only after a parent/guardian has been notified. Suspended students will be allowed to make up work missed during the suspension.

On the day the student is scheduled to return, a parent/guardian must appear with the student for reentry. The school safety officer may also be asked to participate in these sessions.

School Resource Officer Referral

At times it may be necessary to involve the support of the school resource officer to deal with difficult discipline matters. The school resource officer is an employee of the Peabody Police Department assigned to work with the elementary schools.

10. C.H. I.N.S. Petition

“CHILD IN NEED OF SEVICES” petition may be requested from the Peabody District Court when other strategies have failed. It is primarily used in cases of habitual truancy, run away children, and chronic school offenders. This tool is also available to families in dealing with extreme cases of misbehavior or when a child has run away.

11. Peabody District Court

In cases where criminal acts are committed the safety officer may file charges against the student in Peabody District Court.

12. Expulsion

The policy concerning the expulsion of students will conform to the provisions of the Educational Reform Act of 1993 as adopted and amended as of October 17, 1994 by the legislative branch of the Commonwealth of Massachusetts.

Expulsion State Law

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a

dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student had violated any provisions of this section.
5. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion. In addition, any school department personnel must report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Principal of said school, who shall file copies of said weapon report with the local Chief of Police, the Department of Social Services or its equivalent in any school district, and the local School Committee. Said Superintendent, Police Chief, and representative from the Department of Social Services, together with a representative from the Office of Student Services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved. A student transferring into a local system must provide the new school system with a complete school record of entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act." Section 37, School Reform Bill.

13. Discipline Procedures for Special Education Students See Appendix A1

SCHOOL VISITS

Parents and other school visitors must report to the Principal's Office. No one is permitted beyond the Principal's Office without approval.

The School Committee encourages parent(s)/guardian(s) and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parent(s)/guardian(s) to several classrooms in a given grade for the purpose of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building, and sign a guest log, showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Students are not allowed to have student guests from other schools.

TELEPHONE/CELL PHONES & PERSONAL COMMUNICATION DEVICES

Please do not ask the school secretary to deliver personal messages to pupils, EXCEPT IN A REAL EMERGENCY.

Students may possess and carry cell phones and Personal Communication Devices (PCDs), though these items should be secured and not carried visibly on the student's person throughout the day. These units must be turned off during the school day, not left on silent or vibrate. Students may not use cell phones to take pictures, film video footage, or use text messaging. Students may not operate cell phones or PCDs during the school day without explicit permission from an administrator. Students may use their cell phones before the school day begins and after the school day ends.

Students who are in violation may face disciplinary actions by the administration. Additionally, cell phones that are used without permission during the day will be confiscated. Parents have the responsibility to pick up the cell phone or PCD within 48 hours of notification.

TITLE I/TITLE I NOTIFICATION TO PARENTS

Title I Funds shall be used to provide educational services that are in addition to the regular services provided for Peabody School District students. By adoption of this policy, the Peabody School Committee ensures equivalence in the provision of curriculum materials and supplies.

The Federal No child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipients of these funds, Peabody Public Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

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

Peabody Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any information listed above for your child's teacher, please contact the Office of the Superintendent of Schools.

UNAUTHORIZED WEAPONS AND OTHER DANGEROUS ITEMS

According to Massachusetts State Law:

"..... Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her under the provisions of chapter one hundred and forty, carries on his/her person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

In addition, students should not bring toy weapons to school premises, or on school buses. Toy weapons include items such as: mock guns, knives, water pistols, laser pointers, or any other item suspected to be a threat to the safety and security of others or interfere with the educational environment.

POLICY REGARDING CONFISCATION OF CONTRABAND

It is the policy of the Peabody Public Schools that all contraband collected or seized by school administration, including but not limited to weapons, drug and/or tobacco instruments of delivery, illegal drugs and/or tobacco products, shall not be returned to students, parents, or guardians, and may be turned over to local law enforcement authorities for appropriate disposal and/or further action. This policy shall also be included in the Parent-Student Handbooks for all grade levels.

UNIFORM STUDENT CITIZENSHIP CODE

This is a copy of the Student Citizenship Code applicable to all Students in Peabody Public Schools. It is forwarded at this time because it is understood from discussion among members of the Task Force on Drug and Alcohol Abuse that not many parents are aware of its existence and it is alleged that school staff members apply its clauses in different ways on different occasions. Whereas this code provides for the use of judgement in "fitting the punishment to the crime" and thereby recognizes that the "punishment" for unacceptable conduct

will not necessarily be the same in all cases (depending on whether the offense is a first or a fifth or is considered to have been done with premeditation or was an error, for example), there should be no parents who are unaware of its provisions. This distribution is aimed toward that end.

Of particular interest to the Task Force are those clauses dealing with drugs and alcohol and associated conditions. They are:

- Section C3 Criminal Acts
- Section C4 Tobacco, Alcohol and Drugs
- Article D Deterrents to Unacceptable Conduct
- Article E Expulsion
- Article F Search and Seizure

None of these articles or sections deal with possible penalties which may derive from police action and prosecution in the event an infraction of the law is involved. Court action is applied in addition to school action.

This code is included in student handbooks each year. Each school may publish additional rules and regulations that may be more specific in application to the age group involved.

{refer to Appendix A}

POLICY REGARDING BICYCLE RIDER SAFETY AND RESPONSIBILITY

It is the policy of the Peabody Public Schools that all students riding bicycles to and from school shall follow all State and local laws and rules, including but not limited to obeying the required rules of the road, wearing bicycle helmets, parking/storing bicycles as directed and locking bicycles while using the appropriate bicycle racks/storage equipment. Students failing to follow this policy shall be referred, when necessary, to the Peabody Police.

VOLUNTEERS

CORI

It is the policy of the Peabody School Committee that the results of a CORI check be on file with the Superintendent of Schools for volunteers designated.

A file shall be maintained of CORI volunteers. The result of the CORI check should be on file prior to initial involvement with the school or department. CORI checks shall be renewed every three years.

Revised October, 2002

If you plan to volunteer at any time during the school year **please see the Signature/Acknowledgement page at the end of this document.**

APPENDICES

Appendix A

PEABODY STUDENT CITIZENSHIP CODE

PREAMBLE

The goal of the Peabody Public School System is to provide all students with an equal educational opportunity regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness or disability.

The Constitutions of the United States and the Commonwealth of Massachusetts mandate the right of student to receive the kind of education, which will result in an informed and literate citizenry. In order to achieve this goal, every member of the school community is obligated to abide by certain rules and regulations which will foster and facilitate the training and learning process as well as protect the rights of all students. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community and the rights of the other members of the community.

ARTICLE A

THE RIGHT TO STUDY AND LEARN

Section A1: General Policy

It is the policy and goal of the Peabody School Committee to provide every student in its schools the intellectual freedom, educational resources, and guidance with which and the physical environment within which he/she may study and learn to the best of his/her ability.

Section A2: Right to Form Ideas

Every student has an absolute right to form and hold his own ideas and beliefs.

A2.1 The encouragement of this right requires that each student be permitted to disclose or tentatively express any ideas in the course of academic dialogue without penalty or embarrassment.

A2.2 The encouragement of this right further requires that academic evaluation not be affected by the exercise of this right.

Section A3: Responsibilities

The maintenance of an environment conducive to the protection of this right requires:

A3.1 That all students' efforts in study and learning be protected from interference by non-students;

A3.2 That the administration and faculty of each school consequently shall have the right and duty to maintain such an environment by all reasonable means.

ARTICLE B

FREEDOMS AND RESPONSIBILITIES

Section B1: Freedom of Speech

B1.1 Students are entitled to express verbally their personal opinions.

Such expression shall not interfere with the freedom of others to express themselves or with the educational process.

Section B2: Freedom to Publish

B2.1 Students are entitled to express in writing their personal opinions and circulate petitions. The distribution of such material shall not interfere with or disrupt the educational process. The building administrator may impose reasonable restrictions on the time and place for such distribution.

B2.2 Students who edit, publish, or distribute handwritten, printed, duplicated or other matter among their fellow students within the school must assume responsibility for the content of such publications.

B2.3 Students distributing or receiving such materials shall be responsible for the removal of all litter produced by them.

B2.4 No materials of a commercial nature may be distributed except materials involved in a school sponsored activity.

B2.5 Distribution shall be non-coercive.

B2.6 Students shall have access to specified bulletin boards for the posting of notices or other communications concerning school activities or matters of general interest to students. Posted notices shall be dated and shall disclose the sponsoring individual or organization. School authorities may remove notices, which are in violation of any applicable restriction, or which are outdated, or which have been posted more than 10 days. No student notices or other communications shall be affixed in any manner to any school premises other than a student bulletin board except by express permission of the building administrator.

B2.7 Any school newspaper under the management of student editors should be free of prior censorship or institutional control of editorial policy. Student editors may be subject to discipline for breach of reasonable standards of journalism such as prohibitions against libel, pornography, intentional distortion or reckless disregard for the facts. Authorship shall be disclosed and opinion shall be identified as such. The student editors shall have an obligation to provide reasonable opportunity for the expression of views by fellow students, teachers, and administrators which differ from editorial policy.

Section B3: Freedom of Assembly

B3.1 Students have the freedom to assemble peacefully. All student meetings or gatherings in school buildings or on school grounds may function only as part of the educational process as defined by

existing curriculum or as authorized by the School administrators. Building administrators may impose reasonable

Committee or school must be informed in advance and

restrictions on the time and place of student gatherings or assemblies. Gatherings or assemblies which interfere with or disrupt the operation of the school or a classroom are prohibited.

Attendance at such meetings and assemblies is limited to students regularly enrolled in that building unless the building administrator or personnel designated by him/her give prior approval.

B3.2 The right to associate freely outside of school jurisdiction shall not be infringed by school personnel.

Section B4: Responsibilities

B4.1 Ideas and beliefs will be communicated in such a way as to maintain an orderly educational process.

B4.2 The communication of ideas and beliefs shall be encouraged, but the disruption of normal school activities will not be allowed and no communication of a commercial, obscene or defamatory nature, nor any communication advocating racial or religious intolerance is permitted.

ARTICLE C STUDENT CONDUCT

The Peabody School Committee is charged with the responsibility for governing the Peabody Public Schools - "general charge of all the public schools" are the words used in the statutes (General Laws Chapter 71, Section 37) in defining the powers and duties. These powers are construed broadly. Court cases and general practice have established the local School Committee as having the authority and the responsibility subject to specific requirements in the General Laws, to establish policy and to make such rules and regulations as may be necessary to carry out its charge.

The Peabody School Committee recognizes that young citizens require instruction, guidance and practice in developing the kind of self-discipline that is the mark of a mature individual. It realizes that full responsibility for the growth and development of good citizens is shared with the home, church and other forces in the community. It accepts the schools' role in the process as a major one and seeks to cooperate with other agencies in that task. Growth in good citizenship is a normal expectation of students in the United States. That growth is normally guided by example, by instructions, by counseling, by direction, and by reasonable restraint if necessary. It is the professional educator's role to employ all such methods as required. It is recognized that, in spite of all positive efforts, there will be occasions when unacceptable behavior will occur. An occasional mistake or lapse might be tolerated or overlooked but continual or flagrant misconduct may not be. It is the responsibility of teachers and administrators to employ whatever means necessary, subject to any restrictions

imposed by the General Laws, to restrain any student from hurting others or him/herself in any way and to achieve an atmosphere conducive to good instruction and learning.

Principals of schools are charged with developing specific rules and regulations for their schools for the reasonable control of student behavior. Such rules and regulations may not conflict with these policies. Copies of such rules are to be filed with the School Committee; published, distributed and discussed with all students.

The following categories are recognized among the most common types of misconduct (while a student is under jurisdiction of the school) that must be corrected. Continued or flagrant abuses in these categories will be cause for suspension or expulsion. They are not to be considered as an exclusive or exhaustive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school system or the proper functioning of the educational process.

Section C1: Abuse of Freedom

Conduct in violation of the duties and prescriptions of Articles A and B of this Code is not permitted.

Section C2: Disruptive Conduct

C2.1 A student shall not, by any type of conduct, intentionally cause disruption of any function, process or activity of the school.

C2.2 Neither shall a student engage in any type of conduct for the purpose of causing such disruption or obstruction as is reasonably likely to result.

Section C3: Criminal Acts

The commission of or participation in any act defined as a crime by state or federal law or by local ordinance is prohibited in school buildings, on school property, at school-sponsored events, or when otherwise school-related. The school may take disciplinary action whether or not criminal charges result.

Section C4: Tobacco, Alcohol and Drugs

Students are not permitted to possess or use tobacco, alcohol or drugs (unless prescribed by a physician) on school property or at school events. This would include, but not be limited to. Possession on one's person and/or in one's locker.

Section C5: Dress and Appearance

Dress and appearance must not present health or safety problems or cause disruption. Students are further required to comply with any building dress regulations which may be in existence from time to time.

Section C6: Cooperation with School Personnel

Students must obey all oral or written instruction made within the scope of authority of school personnel.

Section C7: Off-Campus Events

Students at school-sponsored, off-campus events shall be governed by appropriate school district rules and regulations and are subject to the authority of school district personnel.

Section C8: Attendance and Truancy

It is the belief, supported by the past experience of the faculty and administration, that there is a positive correlation between good attendance and high achievement on the part of our students. In keeping with that belief, it is appropriate to draft policies designed to encourage the formation of good attendance habits on the part of our students. Additionally, it is appropriate for students to begin to take responsibility for their own behaviors, in a fashion no different from what is necessary in the world beyond secondary school. Irregular patterns of attendance are unacceptable in any setting, least of all during the formative years of a person's life.

A broad definition of education goes beyond simply mastering the facts and concepts from the pages of textbooks. Education includes the development of habits that serve students well in their future life, fulfilling the general goal of being productive citizens of the society in which they live.

The following revision of the Attendance Policy is a step toward improving our students' preparation for effective functioning in the post-secondary school world.

- C8-1 Students are expected to be present at school on all days that school is in session. Massachusetts General Laws Chapter 76, Section I states-, "Every child between maximum and minimum ages ... attend school during the number of days required by the Board of Education. The Superintendent may excuse cases of necessary absences." Section 2 of the same Chapter stipulates "Every person in control of a child ... shall cause him to attend as... required." These laws refer to the compulsory school attendance ages but clearly the intent of the law is to develop in all students the practice of regular school attendance.
- C8-2 Massachusetts statute did not enumerate specific exceptions to the school attendance law. It is the feeling of the PVMHS faculty and administration that, illness (verified by a physician if appropriate), family emergencies (crisis, unforeseen happening), and religious observances would qualify as acceptable reasons for absence.
- C8.3 Within the framework of points 1 and 2 above, students are expected to attend school on all days school is in session, and attend all classes on those days.
- C8-4 Nothing in this policy should be interpreted to mean that students are "allowed" or "entitled" to miss school/class. Maximums are exactly that: maximum allowable absences in a given student's circumstances. Perfect attendance for all students, as unattainable as that goal may be in a practical sense, should be the goal for all students.
- C8.5 Classroom teachers/homeroom teachers are responsible for ascertaining a child's presence in school, recording each student's attendance on a daily basis and maintaining records of attendance should disputes as to a student's attendance arise.

- C8.6 A student absent more than 5 times in a marking period for any reason from a class that meets every day will receive a failing grade for that marking period. Classes that do not meet every day will have a lower prorated absence limit. Seniors during fourth marking period will be limited to four absences in consideration of the shortness of the marking period.
- C8.7 A student absent more than 20 times during the year will be withdrawn/failed from that course and assigned to a study period for the remainder of the year, regardless of their class standing. Classes meeting on less than a daily basis will have a lower prorated absence limit.
- C8.8 Extended absences for reason of illness or serious family problems may be excused by the Unit Director, if the proper documentation is established by the student as soon as the issue surfaces.
- C8.9 It is the responsibility of the student (and parents) to see that the proper documentation for all absences is provided to the Unit Director in a timely fashion. Lacking such documentation, the classroom teacher will activate section(s) six (6), seven (7) of this policy either or both, whichever applies.
- C8.10 Students may be excused from strict adherence of the "no more than 5 absences" per term rule as described in C8.6 for special school-sponsored programs approved by the Principal. However, the intention of the grading/attendance policy is to limit the number of classes missed in a subject and it is the responsibility of the student to see that the combination of different circumstances (illness, cuts, approved school absences) do not exceed five.
- C8.11 Because some students will be ill for extended periods or have special problems that would involve extenuating circumstances, a Review Board will be established to consider appeals. Students (and parents) may appeal to the Attendance Review Board if they are not satisfied with the Unit Director's decision. A further appeal to the Principal or his/her designee can be made if the student (or parent) is not satisfied with the Review Board's decision. The Principal's decision will be final.

ARTICLE D DETERRENTS TO UNACCEPTABLE CONDUCT

The general conduct of a child in school is the product of what he has learned at home, at church, at school, on the street corner, etc. Although many influence that learning, it is the school staff that must accept primary responsibility for molding that conduct in school.

Students generally learn more from adults by emulation than they do by exhortation. A good teacher sets a good example of a mature adult as a considerate, fair, industrious and competent person.

Students who are successful in school, who are progressing with work at their level of ability and are aware of it, are much more likely to exhibit good school conduct than those who are continually failing. This suggests that the greater the degree of individualized instruction and the greater the degree of teacher respect for the conditions surrounding each student, the fewer discipline problems are apt to arise. Student self-respect is built on these foundations. Good conduct is built on self-respect.

Classroom atmosphere affects student conduct. Where work is relevant, routines of operation are well established, reasonable rules and regulations are well formulated as a result of democratic involvement of those affected, and surroundings are pleasant and attractive, students tend to be more comfortable and less disruptive. Good communication between home and school tends to support good student conduct.

It may also serve as a means of resolving behavioral problems. Good communication is to be encouraged.

Although prevention is preferable to a cure, it is recognized that no social organization can exist free of controls or penalties for those who overstep the bounds of good conduct. When it becomes necessary to apply such controls or deterrents, it is general practice that they should not be more severe than necessary to achieve desired ends.

Among those deterrents that are acceptable in schools are the following:

Section D1: Discussion

A teacher-student discussion of the problem may provide the student with an awareness of why his/her conduct is inappropriate, alert the teacher to the student's individual needs, and provide an opportunity for the student and teacher to work out a satisfactory solution.

Section D2: Direction

A directive may be given to a student engaged in unacceptable behavior by suggesting an alternative action that will redirect his/her attention. When a student's behavior presents an extremely unacceptable or dangerous situation, a firm, direct command may be necessary to curtail further development of the problem.

Section D3: Restraint

If words are not effective, it may be necessary to restrain a student from an act, particularly if it appears that he/she might hurt others or him/herself in the process. Only as much restraint as is necessary is approved. (There is also the question of what may constitute "corporal punishment" as forbidden in

Chapter 71 Section 31G of the General Laws. It does not appear that restraining a student would be so classified.)

Section D4: Group Action

When appropriate, group discussions, as a class or as a more formalized student government organization, may be employed to suggest solutions and aid in correcting behavior.

Section D5: Detention

A familiar deterrent in school circles, it involves detaining students during non-school hours. It is frequently required for those who are repeatedly tardy or who arrive in class without assigned work completed, but is often assigned as a deterrent for further minor misbehaviors. To be effective, detention assignments must be carried out and accounted for. Reasonable consideration of other plans of students or their parents may be given on occasion. However, repeated excuses, like repeated infractions, cannot be tolerated.

Section D6: Suspension

Suspensions are of several types and severity depending on the nature of the problem. The types, in order of severity of the penalty, are as follows:

D6.1 *In-School Suspension* involves short-term suspension of the right to attend classes or activities. The suspended student will be assigned to the In-School Suspension room for the period of the suspension. The student is required to complete all assigned work. Students will be in In-School Suspension from 7:20 am until 2:45 pm. Tardy students will be sent home and serve the In-School Suspension on the next day.

D6.2 *Out-of-School Suspension* is reserved for serious violations and/or excessive number of minor violations. Before re-entry to regular classes the student will serve the last day of the suspension in In-House Suspension. Students who are suspended out of school are not to be on school property for any reason. Violation may increase the number of days the student is suspended.

D6.3 *Temporary Suspensions* are suspensions from activities, classes or the school premises for a period of time not exceeding 5 days. They may be imposed by school administrators in accordance with the following procedures:

- a) A Conference with the student is held at which he/she is informed of the nature of the alleged misconduct and he/she is given an opportunity to defend his/her actions.
- b) If a suspension is imposed, a letter is promptly dispatched to the student's parent or guardian informing him/her of the student's suspension. An attempt will also be made to phone the parent.
- c) If the administrator feels that a Long Term Suspension is probably warranted he/she may order a Temporary Suspension and proceed with a follow-up suspension hearing to be held within five school days in accordance with Section D6.4 below.
- d) The suspended student and his/her parent or guardian may be required to meet with the administrators before the student is reinstated. A parental visit is required for all suspensions of more than one day.

D6.4 *Long Term Suspensions* are suspension from activities, classes, or school premises for a period of time longer than 5 but not exceeding 10 days. School administrators in accordance with the following procedures may impose them:

- a) The administrator shall inform the student of the specific charges against him/her, the potential consequences of the charges, and the time and place for a disciplinary conference. Reasonable efforts shall also be made to notify the parents or guardian of the time and place for the disciplinary conference, and to urge them to attend.
- b) At the conference, which shall, if possible, be attended by other school personnel familiar with the facts relating to the charges, the administrator shall inform the student of the charges against him/her and the evidence supporting the charges.
- c) The student may present any information he/she wishes in his defense.

- d) The administrator shall attempt to reach an equitable solution to the problem and announce his/her decision.
- e) In event of suspension, a communication shall promptly be sent to the parent or guardian informing him/her of the student's suspension and the reason therefore.
- f) If the administration feels that an Expulsion is warranted, he/she may order a Long Term Suspension and initiate Expulsion procedures as outlined in Article E.
- d. It is strongly encouraged that parents/guardians meet with the appropriate school administrator upon the student returning from a suspension.
- h) If a student is arrested and charged with a felony, he/she may be suspended until such time as the charges are dropped or he/she is found innocent. If found guilty, he/she will be subject to possible expulsion.

ARTICLE E EXPULSION

Section E 1: Definition

Expulsion is defined as the permanent or long term (over 10 school days) exclusion of a student from the Peabody Public Schools. As stated in the Educational Reform Act of 1993, the Principal has the authority to expel any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, or who assaults school personnel or who is convicted of a felony. The decision to expel a student for any other reason is reserved for the School Committee.

Section E2: Initiation

Any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, or who assaults school personnel must receive notice in writing of an opportunity for a hearing before the Principal and can appeal to the Superintendent within ten days from the date of the expulsion. Should the Principal choose to suspend rather than expel the student, he/she must inform the School Committee in writing of the reasons for the suspension.

If the administrator determines that suspensions other than those detailed in Section E1 is not an adequate form of disciplinary action, he/she shall, after following all procedures outlined in D6.4, place the student on Long Term Suspension and recommend to the Superintendent of Schools in writing, that expulsion be considered. A copy of the recommendation shall be mailed to the parent or guardian of the student. He shall state his reasons to support his recommendation.

Section E3: Superintendent's Recommendation

After reviewing the facts regarding any infractions other than those detailed in Section 1, the Superintendent, or administrator designated by him, may recommend to the School Committee, in writing, that expulsion be ordered. A copy of the recommendation which shall include the essential elements which form the basis of the charge shall be mailed to the parent or guardian of the student.

Section E4: Committee Hearing

The School Committee shall schedule a hearing on a recommended expulsion for infractions other than those listed in Section E I and shall mail to the parent or guardian notice of its time and place at least 5 school days in advance. The hearing shall be conducted by the School Committee with the chairman as moderator. The following procedures are considered desirable:

- E4.1 A stenographic or other accurate record shall be made.
- E4.2 Every effort shall be made to assure the presence at the hearing's of all persons having knowledge of the facts supporting the charges. Such persons shall state their understanding of the facts at the hearing.
- E4.3 The student, his parent or guardian, or their representative shall have the right to question all those testifying and to present witnesses or other evidence.
- E4.4 The Chairman shall be responsible for determining the sufficiency and admissibility of the evidence and shall not be bound by the traditional rules of courtroom procedure.
- E4.5 The Committee will render its decision immediately following the hearing and shall reduce its decision to writing within 5 school days thereafter stating reasons therefore. A copy of the decision shall be mailed to the parent or guardian within that time.

ARTICLE F SEARCH AND SEIZURE

It is the policy of the Peabody Public Schools to subject a student to a search of his or her person and/or personal possessions, including clothing, gym bag, purse, backpack, or motor vehicle for reasonable suspicion. If the authorized school personnel have independent information provided by the police, or reasonable suspicion to believe that such student is carrying or concealing material, the possession of which is prohibited by federal, state, or local law, or by the provisions of the School Discipline Code (e.g., alcohol, drugs, illegal substances, or weapons or any other object which may result in physical injury or harm to students on the school grounds or in the school building). Lockers and desks used by students remain the property of the school and may be opened without notice at any time as part of non-investigatory school practices. The contents of personal items found in desks and lockers may be searched as provided by the law. The Principal(s) or designee shall include this practice in the student handbook or inform students in writing at the beginning of each school year. The Principal or designee shall keep a record of such searches detailing time and date, the reason for the search, the witness(es) to the search, what or who was searched, and what was found. If contraband or evidence of a crime is found, the police shall be notified at once.

The Police will communicate regularly with the school administration to share information with the schools on felony arrests and any other community concerns that affect the safety and general welfare of all students. The Police and/or the District Attorney will also communicate to the Principal or the designee, incidents reported directly to the police that take place during school hours, on school property, or during school events.

Appendix A1

Special Education Students Discipline

The discipline of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated there under. These laws include the individuals with Disabilities Education Act, its implementing regulations 34. C.F.R. etc. Seq.; and Massachusetts General Laws, chapter 71B and its implementing regulations 603 C.M.R. 28.00.

Students with disabilities who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per year, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten (10) days in any school year, this constitutes a 'change in placement'. This includes both in school and out of school suspensions. A change in placement invokes certain procedural protections under the IDEA, the federal special education law. These include, but are not limited to:

- A. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such a student before the behavior that resulted in the discipline, the school shall convene an IEP meeting to develop an assessment plan to address the behavior, or if the child already has a behavior intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
- B. a review by the IEP Team of the relationship between the child's disability and the behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School Personnel may order a change in educational placement of a child with a disability to an appropriate Interim Alternative Educational Setting (IAES) that provides the student with a free appropriate public education for the same amount of time that a child without a disability would be subject to discipline, but not for more than forty-five (45) calendar days if the student:

- A. Carries or possesses a weapon to or at school, on school premises, or at a school function;
- B. Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event.

School personnel may also see an order from the Department of Elementary & Secondary Education Bureau of Special Education Appeals (BSEA) placing a student in an interim Alternative Education Setting (IAES) for up to forty-five (45) calendar days.

Parents/guardians and/or students, where appropriate, may request a hearing at the Bureau of Special Education Appeals regarding a disciplinary action described above to challenge the Interim Alternative Educational Setting (IAES) or the manifestation determination.

For a copy of the Massachusetts Department of Elementary & Secondary Education brochure on Special Education Parent's Rights available in many languages visit <http://www.doe.mass.edu/sped/prb/> or contact the Director of Special Education at 978-536-6060.

Appendix B

SOCIAL AMENITIES

The Peabody Public Schools encourages respect for peers and adults. It is our expectation that good manners will be taught at home and reinforced in the schools.

Areas of consideration are:

I. Common Courtesies

- A. Respect all persons, sexes, nationalities, ethnic backgrounds, races and creeds.
- B. Use "please, thank you, and excuse me" as part of daily vocabulary.
- C. Have consideration of others while waiting in line.
- D. Think of others while going through doorways, e.g., holding doors for people to follow.
- E. Remove hats while in the school building.
- F. Do not chew gum while in the school building.
- G. Consider other people's feelings by avoiding cruel and abusive language, e.g., name calling, scapegoating, bullying.
- H. Continue good health habits
 - 1. wash hands after bathroom use
 - 2. flush toilets after use
 - 3. cover mouths when coughing, sneezing
 - 4. use tissues and discard properly

II. Classroom Courtesies

- A. Listen politely to peers and teachers
- B. Share with others willingly
- C. Exhibit self-control
- D. Show patience by not interrupting
- E. Show respect for property

III. Lunchtime Courtesies

Proper manners at this time should include:

- A. Stay seated until finished
- B. Speak in subdued tones
- C. Keep food in its proper place
- D. Remember that mealtime is not playtime
- E. Clean up the area after eating
- F. Dispose of trash properly after eating

IV. Recess Courtesies

All behaviors expected in other areas should also apply to recess time.

Additionally:

- A. Playground equipment should be shared by all
- B. Good sportsmanship should be displayed at all times

V. Universal Law

Students should be encouraged to observe the Universal Law:

- A. Respect for Self
- B. Respect for Others
- C. Respect for Property
- D. Respect for Environment
- E. Honesty
- F. Integrity
- G. Cooperation
- H. Perseverance
- I. Kindness
- J. Self-discipline
- K. Responsibility
- L. Adaptability
- M. Compassion
- N. Helpfulness
- O. Trustworthiness
- P. Dependability

VI. Smoking

According to Massachusetts General Law, Chapter 71, Section 37H, smoking is prohibited in all school facilities and on school grounds.

Appendix C

Child Abuse

MASSACHUSETTS GENERAL LAWS, CHAPTER 119, Section 51A

SECTION 51A

Injured children reports; immunity; privileged communication; penalties; notice of determination.

Mandated Reporters

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, or any other person paid to care for or work with a child in any public or private facility, or home or program funded by the Commonwealth or licensed pursuant to Chapter 28A, which provides day care or residential services to children, probation officer, clerk/magistrate of a district court, social worker, foster parent, firefighter or police officer, who, in his or her professional capacity shall have reasonable cause to believe that a child under the age of 18 is suffering serious physical or emotional injury resulting from abuse inflicted upon him or her including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department by oral communication and by making a written report within 5-48 hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the Department or notify the person in charge of such institution, school facility, or that person's designated agent, whereupon such person in charge or his or her said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the Department together with such report. Any such person so required to make such oral or written report who fails to do so shall be punished by a fine of not more than one thousand dollars.

Appendix D

Information Systems and Educational Technology Resources Acceptable Use Policy

Information systems and educational technology resources are tools provided by the school system in support of the global philosophy and mission of the Peabody Public Schools. The Peabody Public Schools expect all to use technology resources in an appropriate and responsible manner for educational purposes only

I. AVAILABILITY - All users shall acknowledge in writing the receipt, understanding, and compliance with all administrative procedures and regulations governing the use of the computer network. Copies of the Responsible Use Agreement are included in the student handbook given to all students at the beginning of the school year. This agreement must be completed and signed by all students and their parent/guardian after going over the RUA together the signed agreement must be returned to the school before the student may begin using the technology resources. A similar Responsible Use Agreement has been developed for all Peabody Public Schools employees. All staff requesting a network account are required to complete the staff Network/Internet User Agreement before having a network account assigned to them. Noncompliance with these regulations and

procedures shall result in suspension or termination of user privileges and other disciplinary action consistent with School Committee policy and applicable federal, state, and local laws and regulations.

II. MONITORING - Electronic transmissions and use of other electronic resources by students and staff may not be considered confidential. Parents or guardians should instruct the student user if there is material that they think would be inappropriate for their child to access. The District fully expects that student users will follow the instructions of their parents or guardians in this matter. The district shall provide monitoring to help ensure the site blocking of educationally inappropriate content.

Student projects displaying the products of class research or the labors of individual students may be displayed on the website. This work is the property of its creator, and may not be copied without permission. Parents who do not wish their student's work to be published on-line say so by not signing the Internet permissions area of the annual registration form. Teachers should verify all of their students have been given appropriate permissions.

It is important that all Peabody Public School employees, students, and families understand that any violation of the AUP may result in the loss of Internet and e-mail privileges or other disciplinary action.

The district shall provide monitoring to help ensure the site blocking of educationally inappropriate content.

III. LIABILITY - The Peabody Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The school system does not guarantee the reliability of data connections. The school system is not liable for any loss or corruption of data resulting while using any computer-related technology.

IV. REGULATIONS FOR THE USE OF TECHNOLOGY

1. Commercial use of school system computers and/or networks is prohibited.
2. Copyrighted software or data shall not be placed on any computer without permission from the holder of the copyright. Teacher research or classroom project/curriculum materials will often be displayed on the websites. This work is the property of its creator and may not be copied without permission. The name of the creator will be appropriately displayed.
3. Access to information systems and educational technology resources shall be granted to users only with a signed access agreement and valid only while enrolled or employed. Account names will be recorded and kept on file at the school level.
4. All passwords shall be protected by the user and not shared.
5. Principals or their designees shall be responsible for disseminating and enforcing the Acceptable Use Policy.
6. System Administrator, Principals, or their designee(s) shall be authorized to examine all system activities, including electronic mail transmissions, and electronic search strategies. All data residing on any computer or network within the system shall be the property of the Peabody Public Schools.
7. Individual users shall be responsible for the proper use of their accounts. . Users shall not use, view, download, copy, send, post or access obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful information, communications, lan-guage, images or video, or material that advocates

illegal acts, violence, or discrimination toward others. Restrictions against inappropriate language, images or video apply to public messages, private messages, material posted on Web pages, and files stored or created on the district's technology resources.

If a user mistakenly accesses inappropriate information, the user must immediately inform his/her teacher or the network supervisor of the location of that information.

8. The computer system/ network may not be used for any illegal purposes, in support of illegal activities, or for any activity prohibited by district policy
9. Harming or destroying equipment, materials, data, or programs is prohibited. Deliberate attempts to degrade or disrupt system performance shall be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to: the uploading, downloading, spamming, chain letters, or creation of computer viruses. Vandalism will result in (a) cancellation of system privileges, (b) disciplinary action in accordance with district policy, and (c) restitution for cost associated with hardware, software, and system restoration.
10. E-mail accounts will be provided to facility and staff. E-mail will be provided to students if needed for teacher directed research projects during a limited time period with specific parental permission.
11. The Peabody Public Schools will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's system/network.
12. Under the Family Educational Rights and Privacy Act (FERPA), schools should not allow any student to place any personal information on any electronic database, web page or service listing attached to a network.
13. Permission is required from the school principal or his/her designee for the use of personal technology devices on school property.
14. All users are responsible for creating a backup of any files saved on the school network.
15. The district's portable information systems and educational technology resources such as notebook computers and peripheral or companion devices will be at their allocated sites during school hours.

Appendix E

HAZING

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

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

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

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

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said section seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution that fails to make such report.

Appendix F

HARASSMENT/STALKING POLICY

"We recognize ethnic and racial diversity as a source of strength and pride. One part of human development is the respect for and knowledge of other people's heritage we share as Americans. We dedicate ourselves to break down the wall of distrust between groups of people, building bridges of understanding instead. We dedicate ourselves to mutual respect and tolerance, to pride in the contributions different groups have made and to the common bonds that join us".

1. DEFINITIONS

- A. **HARASSMENT:** Conduct, behavior or comments that are personally offensive, degrading or threatening to others.

This includes:

- 1) insulting or harmful comments or actions based on a person's race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness or disability.
- 2) threats, sexually suggestive remarks, unsolicited physical contact, unwelcome and insulting gestures and the display or circulation of written materials or pictures that are degrading to any individual or any ethnic, religious or gender group
- 3) Sensitivity to the fact that that which might seem acceptable or even well intentioned can easily be hurtful or demeaning to the recipient

- B. **STALKING:** A crime that requires that the defendant willfully, maliciously and repeatedly follow or harass another and make a threat with intent to place that person in imminent fear of death or serious bodily injury. G.L.C. 265, Sec43(a)

- 1) Harassing is defined as "a knowing and willful pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms or annoys the person."
- 2) The conduct must be "such as would cause a reasonable person to suffer substantial emotional distress."

2. POLICY

A. HARASSMENT

- 1) As hard as it is, it is important for each of us to speak out when we observe people mistreating, disrespecting or condemning others. Don't "put up with put-downs."
- 2) Students should report to a teacher, counselor or administrator if they witness violations of the policy and you do so confidentially or may place a note in an administrator's mailbox in the Main Office.

- 3) If you see insulting or demeaning graffiti on desks, walls or bathrooms report it immediately so it can be removed.
- 4) Anyone who feels he or she has been a victim of any form of harassment - as an individual or as a group - should report it immediately to the Principal, Housemaster, counselor or teacher. You may want to speak to a friend and should talk to a parent to get support. Do not remain silent.
- 5) You will be listened to, supported and assisted to the fullest of the school's capabilities if you have been violated in any way.

3. CONSEQUENCES

A. HARASSMENT

- 1) Harassment will not be treated lightly and will not be tolerated.
- 2) For actions that are deemed to be just thoughtless and not malicious, a written warning or detentions may be assigned.
- 3) Next are parent conferences, mandatory counseling, prohibition from social events and suspensions from school ranging from one day to ten days with notification of police.
- 4) Repeated or extreme forms of harassment, violence or civil rights infringement will result in recommendation for expulsion from school.

B. STALKING

- 1) This is a CRIME. The school must report it to the police for punishment.
- 2) The penalty for this crime is not more than five years, imprisonment in state prison or a fine of not more than \$1,000 or imprisonment in the house of correction for not more than 2 1/2 years, or both.
- 3) Presumably, the phrase "or both" was meant to authorize both fine and imprisonment.

Note: Parents and students may also refer to Commonwealth of Massachusetts Guidelines and the Peabody "AT RISK" policy book.

Appendix G

STUDENT GRIEVANCE PROCEDURE FOR TITLE IX-CHAPTER 622-504

The Peabody Public Schools reaffirms its policy against discrimination related to race, color, sex, national origin or handicap in the admissions, instruction, counseling or dismissal of public schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities as set forth in state and federal laws.

When a student feels there has been discrimination, he/she may file a grievance in accord with the following procedure or directly file the complaint with the Office of Civil Rights.

LEVEL I - PRINCIPAL

A student shall present a written statement of charges to the Principal of the school in which the student attends. A hearing will be held with the Principal. All parties involved in the allegation of discrimination shall attend. The Principal of the school shall communicate his/her decision to the aggrieved following the hearing. A copy of the decision shall be forwarded to the Assistant to the Superintendent who is serving as Title IX Coordinator.

LEVEL II - CENTRAL OFFICE

If the matter is not resolved within 7 days, the decision of the Principal may be appealed to the Title IX Coordinator. A conference with the Title IX Coordinator and/or the Superintendent of Schools shall be scheduled following receipt of the appeal. All parties involved in the LEVEL I hearing shall attend. The decision of the Title IX Coordinator or the Superintendent will be sent to the aggrieved student and the Principal.

LEVEL III

If at the end of 14 days the matter remains unresolved, the aggrieved may appeal it to the School Committee. The School Committee shall meet with all concerned. The School Committee's decision will be sent to all parties within 7 days following the meeting.

Appendix H

PEABODY ANTI-VIOLENCE/DISCRIMINATION PLEDGE

We would like to make known that we deplore discrimination of any kind including sex, gender identity, race, religion, physical ability, sexual orientation, social class, or economic status. We strongly object to harassment, name-calling, and put-downs. We desire a school that is physically and emotionally safe for all, a place where students and staff members alike can be assured that they will be treated with dignity and respect.

In addition, we recognize ethnic and racial diversity as a source of strength and pride. One aspect of human development is the understanding of one's particular heritage; another is respect for the knowledge of other people's heritage that we share as Americans. We dedicate ourselves to mutual contributions all groups have made, and to the common bonds that join us.

CHAPTER 622

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Peabody Public Schools not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness or disability in its educational programs, activities or employment policies as required by Title 9 of the 1972 Education Amendments and Chapter 622 of the Acts of 1971, Section 504 of the Federal Rehabilitation Act of 1973.

Inquiries regarding compliance with Title 9, Chapter 622 and Section 504 may be directed to:

Human Resources
Peabody Public Schools
27 Lowell Street
Peabody, MA 01960

Massachusetts Board of Elementary
and Secondary Education
75 Pleasant Street
Malden, MA 02148

Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109

Appendix I

STRANGER-RELATED INCIDENTS AND ATTEMPTED ABDUCTIONS

PROACTIVE ACTIVITIES

- Guidance directed lessons on "Stranger Danger" will be presented to students in every elementary classroom within two weeks of this document becoming a School Committee policy and within the first two full weeks of school each year thereafter. In addition, reinforcement activities will be presented prior to school vacation periods and during the final two weeks of school.
- A "Stranger Danger" tip sheet prepared by the Guidance Department and a Student Safety Incident Report (ssi. 1-98) form will be sent to the home of every Peabody student within the first two weeks of school each year. A copy of the tip sheet will be posted in each elementary classroom. Sample items may include:
 - Use the Buddy System
 - Never take rides or gifts without parent permission
 - Do not help strangers look for lost pets, children, etc.
 - If approached, use your loudest voice and include "This person is a stranger." " I don't know him / her."
 - Set up family code word in case of an emergency
 - Inform a trusted adult of any suspected incident immediately

- Get a description of individual, clothing, automobile, and registration number
- Get the names and phone numbers of any witnesses
- This policy will be included in the school department 's Crisis Guide and all student handbooks.
- Information contained on the Tip Sheet will be shown on cable television channels during those times when "Stranger Danger" lessons are being introduced /reinforced as outlined in this policy.

PROCEDURES IN THE EVENT OF A REPORTED INCIDENT

IF A CHILD MAKES A REPORT TO A PARENT OUTSIDE OF SCHOOL, THE PARENT SHOULD:

- Complete the Student Safety Incident Report (ssi. 1-98)
- Notify the Peabody Police Department immediately and request a patrol officer to take a report of the incident.
- Notify the Principal or Assistant Principal of the child's school concerning the incident as soon as possible.

IF A CHILD MAKES A REPORT TO A SCHOOL STAFF MEMBER, THE STAFF MEMBER MUST IMMEDIATELY NOTIFY THE PRINCIPAL OR DESIGNEE. THE PRINCIPAL OR DESIGNEE SHOULD:

- Take initial report from victim / other student witnesses (use ssi. 2-98 form)
- Attempt to notify parents to inform them that police will be notified to take a report of the incident
- Call for area patrol car to take a report and interview victim / student witnesses
- If Principal and / or police officer feel that a probable incident may have taken place (conservative approach), Parent Notification Director will be notified with information included on Student Safety Incident Report (ssi. 2-98).

This information may include:

- Date / Time of incident
- Location of incident
- Description of incident
- Description of suspected perpetrator, automobile, registration number
- Age / sex of victim
- Circumstances surrounding the incident
- Name of investigating officer

SAFETY TIPS

1. Know where your child is at all times.
2. Complete and keep current school emergency forms.
3. Use the call in number when your child is going to be absent.
4. Send a note to the school if there is a change in your child's dismissal routine.
5. Teach your child the difference between dangerous and helpful (police officers) strangers.
6. **BE CAUTIOUS OF STRANGERS!!** Explain to your child that adults needing help usually ask other adults and not children to help them, i.e., to look for lost pets, to assist in grocery shopping, to find the way to the hospital. Test them.
7. Encourage your child to use the "Buddy System" and to not go anywhere alone.
8. Never take rides or gifts without parent permission.
9. If approached, teach your child to use his/her loudest voice and say, "Stranger, I don't know him/her" and run to a safe place immediately, i.e., back to school, to the house of a safe neighbor.
10. Encourage your child to tell a trusted adult if he/she has encountered a situation that makes him or her uncomfortable and to tell as much as the child can remember.
11. Set up a family "code word" so child can identify safe people. A code word is one which is unique to your family that can be changed if needed. Don't write it down.
12. If an incident occurs during school hours, report it to the school's Principal as soon as possible; if the incident occurs during non-school hours, please file a report with the Peabody Police Department and notify your child's Principal as soon as school resumes.

THANK YOU FOR THE SUPPORT OF YOUR CHILD'S
SCHOOL SAFETY PROGRAM. TOGETHER WE CAN DO OUR
BEST TO KEEP ALL CHILDREN SAFE.

Appendix J

STUDENT RECORDS - PARENTAL/STUDENT RIGHTS

This is to inform you of your rights in regard to access of student records and confidentiality.

The student record consists of your child's transcript and temporary record and includes, among other things, records pertaining to the identification, evaluation and educational placement of your child and the provision of a free appropriate public education to him or her. You have several rights relating to your child's student record. You and, under certain circumstances, your child, have a right to inspect and review any and all records relating to your child which are collected, maintained or used by the school district. Your child has all rights that parents have under the Student Record Regulations on reaching 14 years of age or entering the ninth grade, whichever comes first. If your child is 18 years or older, he or she has all the rights described in this section, although as the parent you continue to have the right to inspect and review his or her student record.

The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, unless you agree to a longer period of time. Your right to inspect and review your child's student record includes the right to do so before any meeting regarding an IEP or due process hearing relating to the identification, evaluation or placement of your child. Your right to inspect and review your child's student record includes the rights to:

- a. obtain copies of any information contained in the student record upon request
- b. meet with professionally qualified school personnel upon request and have any of the student record interpreted
- c. have your representative inspect, review and interpret your child's record with your specific, written informed consent

The Peabody School District must keep a record of parties obtaining access to your child's student record. A log is kept to indicate all persons who have gained access to your child's records. Unless student record information is to be deleted or released, the log requirement does not apply to certain school personnel whose teaching, counseling, clerical or administrative responsibilities require access to your child's school record.

You have a right to make a written request that the school district delete or amend information contained in the student record and/or to have a conference with the Principal or designee to make your objection known. You have a right to a written decision on your request within a week of your conference with the Principal or from the date your written objection is received by the school if there is no conference. If you are dissatisfied with the Principal's decision, you have a right to file a written appeal with the Superintendent of Schools. The Superintendent must issue a written decision within two weeks of receipt of your appeal. If you are dissatisfied with the Superintendent's decision, you have a right to a hearing before the School Committee in accordance

with 23.09 of the Massachusetts Student Record Regulations. You have a right to a written decision by the School Committee within two weeks of the hearing. If the school district agrees with your request to amend or delete information in the record, it must promptly take steps necessary to implement the decision. If the school district does not agree with your position, you have a right to include a statement commenting on the decision or setting forth your reasons for disagreement in your child's student record. Any such statement must be maintained by the school district as part of your child's student record as long as the record or contested portion of the record is kept by the school district. If your child's student record of the contested portion is disclosed by the school district to any party, the statement must also be disclosed to the party.

Appendix K

Information Regarding Known Sex Offenders

As a parent or guardian, you may be interested in this information. It is not intended to create unease, but rather to educate the public and help to ensure the safety of our children. The following will provide you with the way you can get information on known sex offenders living in the community. This information comes from the Commonwealth of Massachusetts Sex Offender Registry Board, PO Box 4547, Salem, MA 01970 - Phone (978) 740-6400, For Questions Call 800-93MEGAN or access their web page at <http://www.mass.gov/sorb/>

WHAT IS A SEX OFFENDER?

A sex offender is any person who resides, works or attends an institution of higher learning in the Commonwealth and who has been convicted of a sex offense, or who has been adjudicated as a youthful offender or as a delinquent juvenile by reason of a sex offense, or a person released from incarceration or parole or probation supervision or custody with the department of youth services for such a conviction of adjudication, or a person who has been adjudicated a sexually dangerous person or a person released from civil commitment on or after August 1, 1981.

For a listing of crimes that require registration as a sex offender please visit our Who Has to Register [<http://www.mass.gov/sorb/>] page.

Sex offenders will be classified according to the degree of dangerousness they pose to the public and their likelihood for re-offense. An offender's classification will be:

- a Level 1 or "low risk" offender,
- a Level 2 or "moderate risk" offender, or
- a Level 3 or "high risk" offender

In addition, if the Board, in finally giving an offender a Level 3 classification, also concludes that such sex offender should be designated a Sexually Violent Predator, the Board shall transmit a report to the sentencing court explaining the Board's reasons for so recommending, including specific identification of the sexually violent offense committed by such sex offender and the mental abnormality from which he suffers. The sentencing court shall then have the ultimate decision to determine whether such sex offender is a sexually violent predator.

Obtaining Information About Sex Offenders Living/Working in Your Community

Any member of the public who is at least 18 years of age or older may request sex offender information. The information will be provided to any person who is seeking the information for his/her own protection or for the protection of a child under the age of 18 or for the protection of another person whom the requesting person has responsibility, care, or custody.

You may request sex offender information at Local Police Departments or through the Sex Offender Registry Advis directly. The Board also intends to post Level 3 sex offender information on the Board's Internet Web site [<http://www/mass.gov/sorb/>] For copies of the form to request sex offender information from your Local Police Department please visit the Sex Offender Registry Board Forms and Publications page [<http://www.mass.gov/sorb/Forms.htm>].

Peabody Public Schools PHYSICAL RESTRAINT POLICY AND PROCEDURES

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of school community members, the Peabody Public Schools has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students. None of the foregoing paragraph or the policy/procedures which follow, precludes any teacher, employee or agent of the Peabody Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

1. Staff Training

- A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employee hired after the school year begins will receive training within one month of starting their employment as dictated by Massachusetts Regulations 603 CMR 46.00
- B. Required training for all staff will include review of the following:
 - 1. The District's restraint policy;
 - 2. Interventions, which may preclude the need for restraint, including de-escalation of problematic behaviors;
 - 3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
 - 4. Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
 - 5. Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.
- C. Designated staff members shall participate in at least sixteen hours of in-depth training in the use of physical restraint.
 - 1. At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
 - 2. In-depth training will include:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
 - b. A description and identification of dangerous behavior on part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in

order to determine whether the use of restraint is warranted;

- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and medical assistance;
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- e. Demonstration by participants of proficiency and administering physical restraint.

D. Staff/faculty will review any behavior plans pertaining to special techniques for students.

2. **Administration of physical restraint.**

A. Physical restraint may only be used in the following circumstances:

- 1. When non-physical interventions would be ineffective and
- 2. The student's behavior poses a threat of imminent, serious harm to self and/or others.

B. Physical restraint is prohibited in the following circumstances:

- 1. As a means of punishment or
- 2. As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirement, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

E. A person administering physical restraint shall use the safest method available and appropriate to the situation.

F. Physical restraint shall be discontinued as soon as possible, when it is determined that the student is no longer a risk of causing imminent physical harm to self or others. If, due to unusual circumstances a restraint continues for more than 20 minutes, it shall be considered an "extended restraint" and reported by staff accordingly.

G. Additional safety requirements:

- 1. A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
- 2. If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and

school staff shall take steps to seek medical assistance.

3. Program staff shall review and consider any known medical or psychological and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:

1. review the incident with the student to address the behavior that precipitated the restraint;
2. review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and;
3. consider whether any follow-up is appropriate for students who witnessed the incident.

3. **Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:**

- A. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- B. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- C. The exercise of an individual's responsibilities as a mandated reporter pursuant to MGLc.119, sec. 51A. These regulations shall not be used to deter any individual reporting neglect or abuse to the appropriate state agency.

4. **Reporting requirements:**

- A. Program staff shall report the use of physical restraint after administration of a physical restraint that:
 1. Results in injury to a student or staff member; or
 2. Lasts longer than five minutes.
- B. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.
 1. The written report shall be provided to the principal or his/her designed, except the principal shall prepare the report if the principal administered the restraint.
 2. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.
- C. The principal or his/her designee shall verbally inform the student's parent(s)/ guardian(s) of such restraint, as soon as possible, by written report postmarked no later than three school working days following the use of such restraint.
 1. If the school customarily provided school related information to the parent(s)/guardian(s) in a

language other than English, the written report shall be provided in that language.

D. The written report required by both sections B and C above shall include:

1. Names and job title of the staff who administered the restraint, and observers, if any;
2. Date of restraint and time restraint began and ended;
3. Name of administrator who was verbally informed following the restraint;
4. Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
5. Student's behavior that prompted the restraint;
6. Efforts made to de-escalate the situation and alternatives to restraint that were attempted;
7. Justification for initiating physical restraint;
8. Description of administration of restraint including:
 - a. The holds used and reasons such holds were necessary
 - b. The student's behavior and reactions during the restraint
 - c. How the restraint ended and
 - d. Documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided:
9. For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;
10. Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
11. Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

E. The school will, within five school working days of the reported restraint, provide to the Department of Education a copy of the written report as described above and a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint when:

1. A restraint has resulted in a serious injury to a student or program staff member; or
2. When an extended restraint has been administered

- F. Parent(s)/guardian(s) may voluntarily waive the reporting requirement as stated above for restraints that do not result in serious injury to the student or a program staff member and do not constitute extended restraint.
1. Peabody Public Schools may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.
 2. Peabody Public Schools shall not require parental consent to such a waiver as a condition of admission or provision of services.
 3. Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.
 4. Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.
 5. The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Education upon request:
 - a. Informed written consent of parent(s)/guardian(s) to the waiver, which specify those reporting requirements listed above that the parent(s)/guardian(s) agrees to waive; and
 - b. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

5. **Students with Disabilities**

- A. Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Plan or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:
1. The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and
 2. The training and reporting requirements described in this policy shall apply.

Appendix M

EXPULSION

Chapter 71, Section 37H

..... Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing

of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

Chapter 71, Section 37H 1/2

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster

determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

Upon expulsion of such student, no school or school district shall be required to provide educational services to the student. Added by St. 1993, c.380, s.2.

Appendix N

BULLYING/TEASING

Bullying and teasing interfere with learning and create a climate of fear and disrespect. Bullying has long-lasting, negative effects on students who are targeted, bystanders, and our school community as a whole. As such, we have implemented a school-wide initiative to address these behaviors.

Bullying occurs when an individual repeatedly treats someone else with less power disrespectfully over a period of time. Behaviors may include, but are not limited to: teasing, name calling, put downs, spreading rumors, gossip, intentional isolation or exclusion of others, mistreating personal property, shoving, hitting, stealing, and verbal or physical threats. Bullying behaviors differ from normal peer conflict because they involve an imbalance of power and persistence; and are more harmful to the target, as well as the overall climate of the community.

Bullying and teasing are unacceptable in the Peabody Public Schools. There will be no tolerance for these behaviors and everyone will address these behaviors when they occur. All faculty, staff, parents, students, and community representatives share in this responsibility.

Appendix O

The Peabody Public Schools

Bullying Prevention and Intervention Plan M.G.L. c.71, §37O

A safe learning environment is one in which every student is provided with the opportunity to develop emotionally, academically, and physically in a supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in our schools. The Peabody School Committee and the Peabody Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Peabody Public Schools is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate harmful and disruptive behaviors that can impede the educational process in our schools. While any student could be subject to bullying and harassment, the District recognizes that certain students may be more vulnerable to becoming the target of bullying including students with disabilities. The Peabody Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to avoid and respond to bullying.

The Peabody Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

The Peabody Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyber-bullying and retaliation that may compromise the safe learning environment for any student. The District is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our schools. In consultation with these constituencies, the District has established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The Peabody School Committee's Anti-Bullying Policy

It is the policy of the Peabody Public Schools to maintain educational environments that are free from bullying, cyber-bullying, and retaliation. It shall be a violation of this policy for any student in the Peabody Public Schools to bully another student through conduct or communication of a bullying nature and/or to retaliate against any individual for reporting bullying or cooperating with an investigation thereof. Students who engage in bullying, cyber-bullying, or retaliation shall be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the school administration. Except where bullying has resulted in the student's permanent expulsion, students who engage in bullying shall also be required to participate in remedial activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

For purposes of this policy, bullying is prohibited:

1. On school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program (whether on or off school grounds,) at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
2. at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. This prohibition shall not be construed, however, as requiring district schools to staff or supervise any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also strictly prohibited and may result in suspension or expulsion from school.

Definitions

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

1. Causes physical or emotional harm to the victim or damage to the victim's property;
2. Places the victim in reasonable fear of harm to himself or of damage to his/her property;
3. Creates a hostile environment at school for the victim;
4. Infringes on the rights of the victim at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy, bullying shall include cyber-bullying.

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

- The creation of a web page or blog in which the creator assumes the identity of another person; or
- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses 1 to 5 above; inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may

be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses 1 to 5, inclusive, of the definition of bullying.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student, group of students, **or a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.**

Aggressor/ Perpetrator: A student **or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation** who engages, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

Local Law Enforcement Agency: local police department.

Principal: The administrative leader of a Peabody Public School or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Complaint and Investigation Procedures

1. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Reports made by students, parents, guardians, or other individuals who are not school or school district staff members, may also be made anonymously, although no student shall be subject to discipline solely on the basis of an anonymous complaint. The Peabody Public Schools will make a variety of reporting resources available to the school community including, but not limited to face to face reporting, an Incident Reporting Form, telephone and email. Use of an Incident Reporting Form is not required as a condition of making a report.

Each school within the District will include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents and will post a copy of the Incident Reporting Form on the school's website. Incident Reporting Forms will also be available in the school's main office, the counseling office, the school nurse's office, and other locations determined to be appropriate by the principal/designee. The Incident Reporting Form will be made available in the primary language of the student's household.

2. Reporting by Staff

A staff member will promptly report to the principal/designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual. The requirement to notify the principal/designee shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

3. Reporting by Students, Parents or Guardians, and Others

The Peabody Public Schools expects students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/designee. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal/designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyber-bullying, or retaliation is strictly prohibited and shall result in disciplinary action.

Procedures for Responding to a Report of Bullying or Retaliation

1. Preliminary Determinations

Upon receiving a complaint, the principal/designee will confer with the complainant to obtain an understanding and statement of the alleged facts. If, based on the facts alleged, the principal/designee determines that the conduct complained of would not constitute bullying as defined by M.G.L. c.71, §370 and District policies, the principal/designee shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal/designee determines that such facts, if true, would constitute bullying, as defined above, the principal/designee will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal/designee will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal/designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

2. Notice to Law Enforcement

At any point after receiving a report of bullying, cyber-bullying or retaliation, the principal/designee will notify the local law enforcement agency if the principal/designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice to law enforcement agencies will be consistent with the requirements of 603 CMR 49.00 and other applicable state and federal laws and regulations pertaining to student records and privacy. In making this determination, the principal/designee may consult with the school resource officer, if any, and other individuals the principal/designee or designee deems appropriate.

3. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal, director or designee first informed of the incident will promptly notify, by telephone, the principal, director or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Investigation Procedures

1. Investigation

Upon receipt of a report or complaint that would, if true, constitute bullying, cyber-bullying or retaliation, the principal/designee will promptly commence an investigation. In investigating any such complaint, the

principal/designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal/designee's obligation to promptly and thoroughly investigate and address the matter, the principal/designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the principal/designee will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or cooperating with an investigation of bullying will result in disciplinary action that may include suspension or expulsion from school.

2. Determinations

Within fifteen (15) school days of the principal/designee's receipt of the complaint of bullying, cyber-bullying or retaliation, the principal/designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/designee will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal/designee's findings and determinations shall be documented in writing on the Incident Reporting Form.

If the principal/designee or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Notice of Investigative Findings

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

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

4. Requests for Reconsideration

If either the complaining party or the individual against whom the complaint was made is dissatisfied with the outcome of the investigation, that person may request, in writing, a reopening of the investigation or reconsideration of the investigative findings. The written request shall state the reasons for request and shall be delivered to the Superintendent of the Peabody Public Schools within ten (10) school days of the parents/guardians receipt of notice of the investigative findings. Within five (5) school days of receipt of any such request, the superintendent shall decide whether or not to reopen the investigation and shall provide written notification of that determination to the appealing party and to the other party involved.

The filing of a request for reconsideration or a reopening of the investigation shall not stay the imposition of disciplinary sanctions or the implementation of any safety interventions determined to be appropriate by the principal/designee.

Responses to Bullying

1. Education and Skill Building

In determining the appropriate response to an incident of bullying, cyber-bullying or retaliation, the principal/designee shall consider a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d)(v). Skill-building approaches that the principal/designee or designee may consider include, but are not limited to:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students, or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.

2. Disciplinary Action

If the principal/designee determines that disciplinary action is warranted, the disciplinary sanction will be determined on the basis of facts found by the principal/designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Students **and members of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional** found to have engaged in bullying, cyber-bullying, or retaliation may be subject to a range of disciplinary consequences including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the principal/designee. Any such disciplinary sanctions shall be imposed in accordance with the due process requirements of applicable laws, regulations, and District policies.

3. Promoting Safety for the Target and Others

Upon determining that bullying or retaliation has occurred, the principal/designee shall, in conjunction with relevant school personnel, consider what services, adjustments and/ or interventions, if any, are needed in the school environment to enhance the target's sense of safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

4. Monitoring of Interventions

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal/designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal/designee or designee will work with appropriate school staff to implement them immediately.

5. Counseling and Other Services

Students who have been found to have engaged in or to have been subject to bullying and their families may be referred for and provided with linguistically and culturally appropriate counseling and other services by the principal/designee. Where appropriate and consistent with applicable laws, regulations, and policies, students found to have engaged in, or to have been the victim of, bullying and their families shall also be referred to outside agencies and/or services providers for appropriate services. It shall be the responsibility of the building principal, through consultation with staff, community service organizations, and District administration to

identify resources and services available to such students and their families within the District and in their local communities.

Professional Development

1. Annual staff training on the Plan.

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal/designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

2. Ongoing professional development

The goal of professional development is to establish a common understanding of all of the elements of the district's Anti-Bullying Program necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- Developmentally (or age) appropriate strategies to prevent bullying;
- Developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

District-Wide Anti-Bullying Curriculum

The Peabody Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students encouraged in acts of bullying or retaliation; including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and

- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

Collaboration with Families

1. Parent Education and Resources.

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Publication of Policies, Procedures and Information on Bullying

All student handbooks will now refer to, and include age appropriate summaries of, the Peabody Public Schools' Bullying Prevention and Intervention Plan and policy on bullying. In addition to the information provided in each student handbook, copies of the District Plan will be available on the District's website, each school's website, in each school's main administrative office, Guidance Office, Nurse's Office, and in other locations determined to be appropriate by the school administration.

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Implementation of Plan

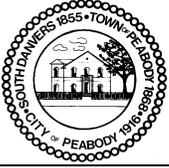
It shall be the responsibility of the building principal/designee to implement and adhere to the District's Bullying Prevention and Intervention Plan within his/her school. In addition to ensuring compliance with the procedures set forth in the Peabody Public Schools' Bullying Prevention and Intervention Plan with the school building, the principal/designee shall be responsible for developing a building-based process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The appropriate documentation will be placed in the student's cumulative folder.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness or disability.

Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



_____ **Incident Reporting Form**
Name of School

Name of Target (of behavior)	
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Name(s) of Aggressor (person who engaged in behavior)	
--	--

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said—use actual words if possible).

Date of incident		Time of incident	
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Location of incident	
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Witnesses (people who saw the incident or have information about it):

Has this happened before? Yes No

If yes, describe:

Do you have immediate safety concerns? Yes No

Signature:	Date:
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Choose whether you are a:

Student Parent Staff Member Administrator Other

Appendix P

VANDALISM

property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under the control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

NEW STUDENT DISCIPLINE LAWS

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

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

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

Dropout Prevention

No student, who has not graduated from high school, shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the

date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC/LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

File: JIC

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

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

Notice of Suspension

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

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and

substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

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

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

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

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

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

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

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and

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

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

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

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

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

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

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

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal

shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

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

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her

removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

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

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, sex, gender identity, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC/ LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H3/4](#); 76:17; 603 CMR 53.00

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived, and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the

authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC/CROSS REF: JIC Student Discipline

File: JK

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

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

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC LEGAL REF.: M.G.L. 71:37H; 71:37H1/2; 71:37H3/4; 71:37L; 76:16; 76:17; 603 CMR 53.00

**Responsible Use Agreement
Peabody Public Schools
Grades K - 2**

Peabody School Committee supports the ethical use of technology and is committed to providing a technology rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<input type="checkbox"/> I will keep my personal information to myself. <input type="checkbox"/> I will act as a responsible digital citizen by following the rules my school and teacher
Protecting others	<input type="checkbox"/> I will tell an adult when I see something online that makes me feel bad. <input type="checkbox"/> I will give credit to others when I use their work.
Protecting School Property	<input type="checkbox"/> I will handle all devices with caution and care. <input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

SEE SIGNATURE/ACKNOWLEDGEMENT PAGE AT THE END OF THIS DOCUMENT

**Responsible Use Agreement
Peabody Public Schools
Grades 3 - 5**

Peabody School Committee supports the ethical use of technology and is committed to providing a technology rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<ul style="list-style-type: none"><input type="checkbox"/> I will use technology in a safe way, by only using links to pages that are familiar to me and are school related.<input type="checkbox"/> I will recognize why private passwords are necessary and I will only use my personal accounts.
Protecting others	<ul style="list-style-type: none"><input type="checkbox"/> I will recognize and report cyberbullying to an adult.<input type="checkbox"/> I will cite all information and images I use.
Protecting School Property	<ul style="list-style-type: none"><input type="checkbox"/> I will use the Internet appropriately.<input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

SEE SIGNATURE/ACKNOWLEDGEMENT PAGE AT THE END OF THIS DOCUMENT

Peabody Public Schools

1:1 Chromebook Program

Each Peabody Public Schools student is issued one (1) Chromebook and one (1) Chromebook charger. It is the student & their parent or guardian’s responsibility to care for the equipment, and ensure that it remains in good working condition. This equipment is the property of the Peabody Public Schools, and must be returned upon the student’s withdrawal or graduation from the district.

For inventory purposes, labels have been placed on the Chromebook. These labels are not to be removed or modified. If they become damaged or missing, contact technology support for replacements.

Technology Fee: Enrollment, Coverage, & Limitations

The technology fee enrollment period begins on October 1st of each school year, and will remain open for the remainder of that school year. The fee is a flat rate, and will NOT be prorated based on payment date. Coverage takes effect upon payment, and runs through September 30th of the following school year.

The technology fee is NOT refundable once purchased.

The technology fee covers:

Hardware Failure / Normal Wear & Tear	Accidental Damage
<ul style="list-style-type: none"> ● Power/battery Issues ● No display ● Unresponsive mouse/keyboard ● WiFi connectivity issues 	<ul style="list-style-type: none"> ● Cracked screen ● Cracked case ● Broken hinge(s) ● Drops ● Liquid spills
Theft	
<p>In cases of theft, a replacement device will be issued with a valid police report stating that the device was verified as stolen and the circumstances surrounding the theft.</p>	

*Other instances of damage may be accepted. Accidental versus intentional damage will be determined at the discretion of the technology department on a case by case basis. Additional information may be requested to help make this determination.

The technology fee does NOT cover:

Negligent Use	Loss
<ul style="list-style-type: none"> ● Vandalism ● Intentional damage ● Unauthorized repair attempts ● Software tampering 	<ul style="list-style-type: none"> ● Lost Chromebook ● Lost charger

Coverage Limitations

- Devices brought in for repair will be evaluated on a case by case basis by district IT staff who will make the final determination on whether it meets the technology fee coverage criteria.
- Claim counts reset upon completion of the coverage period which runs from **October 1st - September 30th.**

- A maximum claim on the following items will be accepted for coverage. Any claim numbers beyond this count will be invoiced at the full cost of the replacement part(s).

LCD Screen Replacement	2 per school year
Component Replacement (plastics, hinge, camera, etc.)	2 per school year
Battery Replacement	1 per school year
Keyboard / Touchpad	1 per school year

Common Repair Costs

Repairs that are found to exceed the scope or limitations of the technology fee coverage will be invoiced for the parts needed to perform the repair. Numbers reflected in the table below are estimates, as the cost of parts can vary by model.

Device Replacement	\$300
Mainboard	\$200
LCD screen	\$120
Battery	\$45
Keyboard	\$25
Charger	\$20
Camera	\$8
Touchpad	\$7
Upper case	\$5
Lower case	\$5
Bezel	\$3

Student Guidelines & Responsibilities

Your Chromebook is an important learning tool, and is for educational purposes only. In order to take your Chromebook home each day, you must be willing to accept the following responsibilities.

- I will arrive at school each day with my Chromebook fully charged and ready for class.
- When using the Chromebook at home, at school, and anywhere else I may take it, I will follow the policies of the Peabody Public Schools and abide by all local, state, and federal laws.
- I will treat the Chromebook with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- I will report any technical problems to staff as soon as possible.
- My Chromebook will stay in my possession at all times, and never be loaned to or used by another student.
- I will not release personal information to strangers when using the Chromebook.
- I will keep all accounts and passwords assigned to me secure, and will not share these with any other students.

- I will clean my Chromebook only using a dry, clean, soft cloth.
- I will return the Chromebook & charger when requested and upon my withdrawal / graduation from the Peabody Public Schools.

**Students who violate the Student User Guidelines may receive consequences. Repeated or egregious violation may result in total loss of take home privileges.*

Parent Guidelines & Responsibilities

Your student has been issued a Chromebook to improve and personalize their education. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device.

- I will make sure that my student arrives at school each day with a charged Chromebook
- I will supervise my student’s use of the Chromebook while at home.
- I will discuss our family’s values and expectations regarding the use of the Internet at home and will supervise my student’s use of the Internet.
- I will not attempt to repair the Chromebook.
- I will report any problems with the Chromebook to school support staff.
- I agree to make sure that the Chromebook & charger are both returned to the school when requested, and upon my student’s withdrawal from the Peabody Public Schools.

Chromebook Care

- Do not eat or drink near the Chromebook.
- Do not attempt to remove the Chromebook inventory label.
- Do not leave your Chromebook unattended at any time. Outside of school do not leave the Chromebook in the car, or any other public space without direct supervision.
- Chromebooks have the ability to store small amounts of files on the hard drive. Students are responsible for backing up all of their files to Google Drive, a USB flash drive, or SD memory card. The IT Department is not responsible for any lost data.
- Always close your Chromebook when traveling. Walking with an open Chromebook is more likely to cause damage and loss of data.
- Never carry the Chromebook by the lid, and always use two hands.
- Do not insert foreign objects (paperclips, pens, etc.) into the ports (openings) of the Chromebook.
- I will not attempt to remove any labels, tags, or parts of the Chromebook.
- Chromebooks should not be left in extreme heat or cold, e.g. in a car in these conditions.
- Do not use water or other cleaning solutions on the Chromebook. Wipe the surfaces lightly with a clean, dry, soft cloth.
- Do not let another person use your Chromebook.
- Do not damage, degrade the performance of, or abuse anyone else's Chromebook in any way.
- Only bring Chromebooks for repair to district IT staff. Do not try to repair Chromebooks yourself.

SEE SIGNATURE/ACKNOWLEDGEMENT PAGE AT THE END OF THIS DOCUMENT

Peabody Public Schools

SIGNATURE / ACKNOWLEDGEMENT PAGE

Handbook Acknowledgement: In our ongoing effort to “Go Green” the Peabody Public Schools Student & Parent/Legal Guardian Handbook is now accessible online at www.peabody.k12.ma.us.

I understand it is my responsibility to read the Student Handbook and review its content with my child.

Field Trips: I give my child permission to participate in school sponsored and curriculum related trips during the school year.

If you are interested in volunteering or chaperoning at your child’s school you must, according to Massachusetts General Law, submit to a Criminal Offender Registration Information check

(CORI) https://peabody.k12.ma.us/wp-content/uploads/2020/11/FY21_OFFICIAL_STATE_OF_MASS_CORI_FORM.pdf or www.peabody.k12.ma.us/human_resource/CORI

The CORI form must be completed and returned (in person) to your child’s school along with your photo identification.

Grade K-2: Responsible Use Agreement (page 108): I have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full

responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Grade 3-5: Responsible Use Agreement (page 109): I have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

ChromeBook Program(pages 110-112): Each Peabody Public Schools student is issued one (1) Chromebook and one (1) Chromebook charger. It is the student & their parent or guardian's responsibility to care for the equipment, and ensure that it remains in good working condition. This equipment is the property of the Peabody Public Schools, and must be returned upon the student's withdrawal or graduation from the district.

Please check the above boxes and then complete and sign below. This signature/acknowledgement form should be returned to the student's homeroom by September 15, 2022.

PRINT NAME OF STUDENT: _____

HOMEROOM TEACHER: _____

PRINT NAME OF PARENT/LEGAL GUARDIAN: _____

SIGNATURE OF PARENT/LEGAL GUARDIAN: _____

DATE: _____