



Scituate Public Schools
Elementary Handbook
2023-2024

Table of Contents

Allergies - Life Threatening LTA Policy	4
Anti-Bullying Policy- Bullying Prevention: Policy JICFB	4
Attendance Student Absences & Excuses: Policy JH	5
Bicycle, Scooter, Skateboard Use	6
Bullying Prevention: Policy JICFB	6
Child Abuse & Neglect: Reporting Child Abuse/Neglect Policy JLDBD	6
Concussion: Policy JJIF	6
Controlled Substance & Alcohol Policy –Drug & Alcohol Use by Student Policy JICH	6
CORI Requirements- Background Checks Policy ADDA	6
Delayed Opening	6
Daycare Transportation	7
Dress Code	7
Due Process	7
Emergency Information for Students	14
Emergency School Closing	14
Entrance Regulations	15
Equity in the Scituate Public Schools	15
Family Educational Rights & Privacy Act (FERPA) - Student Records: Policy JRA	16
Field Trips	16
Fire Drills	16
Grades	16
Harassment: Non-Discrimination Policy-Non Discrimination Regulation: AC-R	16
Hazing: Prohibition of Hazing: Policy JICFA	17
Holidays	17
Home Instruction	17
Home/School Communication	17
Homebound Instruction: Policy IHBF	17
Homeless Students: Homeless Students: Enrollment Rights and Services: Policy JFABD	17
Homework	17
Lock Down & Shelter in Place	17
Lost and Found	18
Lunch Program /Food & Nutrition Services	18
Mosquito Spraying	18
Nondiscrimination	18
Observation of Special Education Programs: Policy IHBA	18
Parent-Teacher Organizations (PTO)	18
Physical Examination of Students: Policy JLCA	19
Recess	19

Report Cards	19
Responsible Use Policy	19
School Councils	19
School Health Services	19
School Health Services-Administration of Medication: Policy JLCD	21
School Hours (2022-2023)	21
School Property	21
Searches & Interrogations: Policy JIH	21
Section 504 of the Rehabilitation Act of 1973	21
Section 504/Behavior	21
Security Camera Policy: Policy ECABB	22
Health Education: Parental Notification-Parental Notification Relation to Sexual Education	22
Special Education/IDEA	22
Special Education/Behavior	23
Student Directory Information	24
Student Records: Policy JRA	24
Substance Misuse Prevention Policy: Policy - JICH	24
Support Team	24
Technology	24
Telephone Use	24
Tobacco-Free Schools-Tobacco Products Used by Students: Policy JICG	24
Transportation- Student Transportation: Policy EEA & Policy EEAEC	24
Vandalism: Policy ECAC	25
Visitors to School: Policy KI	25
Weapons: Policy JIC	26
Wellness: Policy ADF	26
Appendix A: Early Childhood	26

Scituate Public Schools

Mission

What we do

Together, WE inspire, support and challenge all learners to reach their unique potential.

Core Values

What we believe

WE reach every student by:

- Ensuring equity
- Nurturing perseverance, growth, and achievement
- Valuing love, inclusion and trust
- Investing in safety
- Engaging with the community

Vision

What we aspire to be

Set Sail. Dream, Explore. Discover

Welcome

This handbook has been prepared to acquaint elementary parents and students with school policies, regulations, and procedures. The Scituate Public Schools website, scit.org, is an excellent resource for finding additional information for any of the topics included in this handbook.

Scott Williams
Cushing School
1 Aberdeen Dr
Scituate, MA

Kristine Sheahan
Hatherly School
77 Ann Vinal Rd
Scituate, MA

Mary Oldach
Jenkins School
54 Vinal Rd
Scituate, MA

Tracy Riordan
Wampatuck School
266 Tilden Rd
Scituate, MA

**Scituate Public Schools
Administration**

School Committee	Nicole Brandolini, Chairperson Peter Gates, Vice Chair Dr. Carey Borkoski, Secretary Maria Fenwick Janice Lindblom
Superintendent	Mr. William Burkhead
Assistant Superintendent	Ms. Heidi Driscoll
Director of Special Education	Dr. Michele Boebert
Director of Business/Finance	Mr. Thomas Raab

The Scituate Public Schools comply with Massachusetts General Laws, Chapter 76, Section 5 (“Chapter 622”) and Title IX of the Education Amendments of 1972. These laws prohibit discrimination in, and guarantee access to, all public schools and public school programs, courses, advantages and privileges without regard to race, creed, color, age, sex, gender identity, national origin, disability, or sexual orientation. If you would like further information on these laws, please contact the Assistant Superintendent Heidi Driscoll, 606 Chief Justice Cushing Highway, Scituate, Massachusetts 781-545-8750.

Please call the Office of the Superintendent of Schools (781-545-8750 ext. 311) to request a translated copy of this handbook.

District Calendar

The district calendar is updated frequently and may be found scit.org

Mark your calendars for important report card dates:

Report Card Dates

Trimester 1: December 1, 2023
Trimester 2: March 12, 2024
Trimester 3: Last Day of School, June 2024

Alcohol/Drug Free Workplace Policy

It is the policy of the Scituate Public Schools to maintain an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession or use of controlled substances or alcohol is prohibited at school functions or on school department property

Allergies - Life Threatening LTA Policy

The number of students with life-threatening allergies has increased substantially over the last several years. As with all students with special health care needs, it is important that children with life-threatening allergies are provided reasonable access to all education and education related benefits. Therefore, there are designated classrooms throughout the district that have food restrictions where consumption of certain foods will be prohibited. Notification of these restrictions will be communicated as soon as they are determined. FOR MORE INFORMATION GO TO: School Health Services: Life Threatening Allergies.

Anti-Bullying Policy- Bullying Prevention: Policy JICFB

Attendance Student Absences & Excuses: Policy JH

PHILOSOPHY: The Scituate Public Schools believes that regular and punctual school attendance is critical to academic success and establishing positive lifelong work habits. Despite advances in technology, it is still impossible to adequately replicate the in-class experience for students who are absent from school. Students who are excessively absent are likely to fall behind academically, could experience school failure, and may eventually drop out of school. Parents play a critical role by ensuring their children regularly attend school.

PROCEDURES: Consistent with Massachusetts General Law, Chapter 76, the Scituate School Committee has established **Policy JH**. Each school principal will enforce this policy as follows.

1. To be considered present for school, an elementary student must be present for at least ½ of the school day.
2. When a child is going to be absent from school, the parent/guardian is expected to call the school office no later than one hour after the start of the school day. If the school does not receive a phone call from the parent/guardian, the school will attempt to reach the parent/guardian through a personal phone call or other automated means.
3. In all instances where a child is absent from school for any reason, a signed note from a parent/guardian must accompany the child upon return to school. Emailed notes from a **registered** parent/guardian email address will meet this expectation. Registered is defined as the official parent/guardian email address listed in ASPEN. The note must indicate the date(s) and reason for the absence from school.
4. The following absences are considered **excused** by the Scituate Public Schools **with proper documentation**:
 - Short-term illness (less than 5 consecutive days) - Must be verified by a parent note/email upon return to school.
 - Long-term illness (5 or more consecutive days) - Must be verified by a note from the doctor's office upon return to school.
 - Chronic Illness (a recurring, long-term medical illness or condition) - Must be verified by a note from the doctor's office on file with the school nurse stating the nature of the illness/condition and its possible effect on school attendance.
 - Dismissal from school by the school nurse.
 - Medical appointments verified by a note from the doctor's office.
 - Bereavement - Must be verified by a parent note/email upon return to school.
 - School sponsored events such as assemblies, field trips, etc.
 - Court appearances – Must be verified by documentation from the court.
 - Religious holidays - Must be verified by a parent note/email upon return to school.
 - School imposed disciplinary consequences.
 - Extenuating circumstances approved by the principal.
5. A student will be marked tardy to school if he/she does not report to school by the posted start of homeroom period, or by the posted start of the academic day if no homeroom is scheduled. Being tardy to school is always considered unexcused unless a note from the doctor's office is provided upon arrival to school. Parents should attempt to schedule doctor's appointments before or after school hours. Students tardy more than ½ the school day (K-5) will be considered absent according to Massachusetts law.
6. Early dismissal should be avoided if possible. The only excused dismissals would be for reasons listed in #4 above. Doctor's appointments should be scheduled when school is not in session. If a student is dismissed early for a doctor's appointment they must return to school the same or following day with a note from the doctor excusing the absence.
7. Family vacations are **not** considered excused absences. Parents are asked to schedule vacations at times when school is not in session. In the event a family vacation can only be scheduled while school is in session, the parent/guardian is asked to provide a minimum of two weeks' notice to the principal and classroom teacher(s). Teachers are not required to provide work in advance of a planned family vacation. For school makeup policies please see below.
8. Consistent with Massachusetts General Law, when a student has reached **five (5) unexcused absences** in a school year, the principal, or his/her designee, will set up a meeting with the student and his/her parents in order to develop an action plan to improve attendance.
9. When a student is absent 10% or more in a marking period, even if the absences are considered excused, the principal, or his/her designee, may set up a meeting with the student and his/her parents in order to

develop an action plan to improve attendance. As part of this plan, additional documentation may be required to explain excessive absences.

Make Up Work

No student shall be unduly penalized for **excused** absences that occur because of reasons listed in #4 above. Elementary (K-5) and secondary (6-12) schools will establish their own developmentally appropriate policy for making up school work due to excused and unexcused absences. Elementary Make-Up Work Policy: It is the student's responsibility to make up all assignments and other work within one week of his/her return to school after an absence.

Absence Due to Religious Reasons

The Scituate School Committee adopts the following policy in order to accommodate the religious needs of our students who observe religious holidays during the school year. No student shall be penalized because he or she was absent from school for religious observance. Teachers will not give tests or quizzes, or have programs that would place absent students at a disadvantage on religious holidays. Tests or quizzes shall not be administered on the day following a religious holiday unless the teacher has provided notice of such a test or quiz at least four (4) school days prior to the religious holidays.

A list of the religious holidays that will include, but not be limited to, Rosh Hashanah, Yom Kippur and Passover (three holy days shall be included on the school calendar each year) shall be provided to each teacher at the start of the school year. This list will include the notation that the Jewish holidays begin at sundown on the day before the holy day.

Scituate Public Schools will consider religious holidays in preparation of the annual school calendar and these days will be listed on the calendar.

Annual Asbestos Notification Letter [Facilities Website](#)

Bicycle, Scooter, Skateboard Use

Students who attend the Scituate Public Schools may ride their bicycles to school at their own risk. The school will not be responsible for the loss or theft of the bicycle, scooter, or a skateboard while on school property, therefore, locks are recommended. They are not to ride on school property. As with all students' personal property, the school is not responsible for lost or stolen bicycles.

Bully Prevention Policy [File: JICFB](#)

Child Abuse & Neglect: Reporting Child Abuse/Neglect [Policy JLDBD](#) and [Policy JLDBD-R](#)

Busses ([POLICY EEA](#))

Student Conduct on Buses ([POLICY EEAEC](#))

Community Use of School Facilities

Scituate community groups shall be permitted and encouraged to use school facilities for meetings and activities that do not interfere with the school programs. Applications for Use of School Facilities may be obtained from the district website under District Information/Forms and Fees. Responsibility for student safety and supervision during and after school programs rests with the sponsoring community group. [Building Use Forms and Information](#)

Concussion: [Policy JJIF](#)

Controlled Substance & Alcohol Policy –Drug & Alcohol Use by Student [Policy JICH](#)

CORI Requirements- Background Checks [Policy ADDA](#)

Delayed Opening

It is the policy of the School Committee to have school when the buses can safely operate. Due to a significant storm or an emergency, the Superintendent of Schools may delay the opening time for up to two hours rather than

cancel school for the entire day. In such cases, morning bus pick-ups will coincide with the delay. Dismissal will be at the regular time.

If it is necessary to delay the opening of school, The district automated call system will also be activated by SPS with “Delayed Opening” information. Notification will also be posted on the district website scit.org. It is the parent’s prerogative to make the final judgment as to whether or not to send students to school in cases of stormy weather. Parents should not call the school, the Fire Department, or the Police Department to verify “Delayed Opening” information.

Daycare Transportation: [See Policy EEA](#)

Discipline Policies and Procedures (School Committee Policy JJC)

The atmosphere of a school is a reflection of the attitude of its students and staff toward the school and a function of parental and social attitudes toward education and teachers. It is very important that an atmosphere of order, self-discipline, and mutual respect be encouraged. The administration and staff will work with students to develop the maturity and good judgment to regulate their own behavior and accept the consequences of their decisions and actions.

The Scituate 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.

Dress Code

Scituate elementary schools has a dress code that is meant to emphasize the importance of personal dress and appearance that encourages a safe and positive learning environment for all. The following guidelines are meant to encourage that environment:

- Students should dress comfortably for school while wearing clothing that is well-suited for a school environment.
- Clothing will cover the torso, midriff and backside, and have sleeves or straps.
- Head and face will be uncovered. Appropriate headgear may be worn for warmth and protection outdoors, and inside for religious reasons or special circumstances.
- Clothing, drawings, and accessories that display or promote negative messages are not permitted. Those negative messages could include drug, weapon, alcohol, gang, or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, or offensive words or graphics.

Scituate Elementary Schools encourages all students to be proud of who they are and to express themselves appropriately. Violations of the dress code will require a change of clothing. Special circumstances will be considered on a case-by-case basis. The courts have ruled that the schools have authority to regulate students' dress and, in some cases, hair styling. Students who are dressed inappropriately for school will be requested to change their clothing. Parents may be called and requested to bring in appropriate attire for their children. Health regulations require that shoes must be worn at all times in a public building. Students who violate the dress code for the first time will be asked to call their parents to bring in appropriate clothing. The final decision regarding a particular student’s dress lies with the administration.

Due Process

Suspensions

The Scituate Public Schools adheres to the Student Discipline Laws and Regulations as set forth in M.G.L. ch. 71, § 37H, 37H½ and 37H¾ and 603 CMR53.00 et seq.

In School Suspension

The principal or the principal’s designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances

surrounding the alleged incident. If the principal or the principal's designee determines that the student committed the disciplinary offense, the principal or principal's designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

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

On the day of the suspension, the principal or principal's designee shall also send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

The decision of the Principal or principal's designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year. There is no right to appeal.

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.

Out of School Suspension Procedures under M.G.L. ch. 71, § 37H^{3/4}

Notice for Any Out-of-School Suspension

Prior to suspending a student, the Principal or designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 1. the rights set forth in 603 CMR 53.08(3)(b); and
 2. the right to appeal the principal's decision to the superintendent.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or designee will document reasonable efforts to include the parent. The principal or designee is presumed to have made reasonable efforts if the principal or designee has sent written notice and has documented at least two (2) attempts to contact the parent.

In cases of misconduct for which a suspension may be imposed under 37H3/4, any principal acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

Short Term Suspension

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or designee, may, in their discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or with the following process:

Principal Hearing - Short-Term Suspension

- (a) The purpose of the hearing with the principal or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee 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 or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or designee 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.
- (b) Based on the available information, including mitigating circumstances, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) 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.

No Right to Appeal

The decision of the Principal or designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long Term Suspension

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or designee, in their discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in M.G.L. § 71, § 37H, or in M.G.L. § 71, § 37H½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under M.G.L. ch. 71, § 37H ¾ shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or designee with the following process

Principal Hearing - Long-Term Suspension

- (a) The purpose of the hearing with the principal or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or designee 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 alternatives to suspension. The principal or designee 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.
- (b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
 1. 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;
2. The right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 3. The right to cross-examine witnesses presented by the school district;
 4. 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.
- (c) The principal or designee 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.
- (d) Based on the evidence, the principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or designee 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 or designee decides to suspend the student, the written determination shall:
1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached by the principal;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- (e) 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.

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 as referenced in the applicable regulation; 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.

Superintendent's Appeal Hearing under M.G.L. ch. 71, § 37H^{3/4}

1. 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.
2. The student or parent shall file a 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. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
8. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3) (c) 1 through 5. 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.
9. The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

Exclusion/Expulsion under M.G.L. ch. 71, § 37H

In accordance with M.G.L. ch. 71, § 37H, a student may be suspended or expelled from school under the following circumstances:

- 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in § 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in 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 (removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently) 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 the student's 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. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- f. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits,

as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.

- g. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction under M.G.L. ch. 71, § 37H½

Pursuant to M.G.L. ch. 71, § 37H½, the following procedures shall be implemented for students charged with or convicted of a felony:

- a. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's 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 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.
- b. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such 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 detrimental effect of 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.
- c. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. 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 expulsion.
- d. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- e. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

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, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REFS.: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

SCITUATE EDUCATION SERVICE PLAN

In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H½, and 37H¾, Scituate Public Schools must provide opportunities for students to earn credit and make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of an in-school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more), or expulsion. Any student who is expelled or long-term suspended from school for more than ten (10) consecutive days may select one of the following education service options for the duration of the school suspension:

Access to tutoring services:

Students choosing this option are expected to attend tutoring sessions at a designated public site identified by Scituate where qualified Scituate personnel or contracted providers as assigned by Scituate will assist students with their self-directed academic work. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under M.G.L. c. 69, §§1D and 1F. Student's tutoring schedule is by appointment and prepared weekly; however, based upon the availability of qualified tutors, tutoring services may only be available before or after school hours.

Access to online education:

Students choosing this option are enrolled in an online platform. Work hours are flexible but daily attendance during the school week is imperative in order to ensure success in the virtual program. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under M.G.L. c. 69, §§1D and 1F.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as prescribed in this handbook. State and federal special education laws prescribe additional requirements concerning the discipline of students with special needs. Anytime school personnel seek to remove a student from the student's current educational placement for more than ten (10) school days in any school year, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the IDEA, the federal special education law. The student's Team will convene to determine whether the student's misconduct that led to the change in placement was a manifestation of the student's disability. These include, but are not limited to:

- ❖ If the misconduct was a manifestation, the school will conduct a functional behavioral assessment and implement a behavior intervention plan, provided that the school did not already conduct such an assessment before the behavior that resulted in the discipline.
- ❖ If such an assessment was already conducted, the behavior intervention plan will be reviewed and modified as necessary. Additionally, if the behavior was a manifestation, the student will return to the placement from which the student was removed, unless the school and the parent agree otherwise.
- ❖ If the behavior was not a manifestation, the school may apply the relevant disciplinary procedures to the extent they would be applied to a student not eligible for special education, except that a student eligible for special education who is removed from his/her current educational placement is entitled to continue receiving educational services to enable the student to continue to participate in the general curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP.

In special circumstances, the school may move students to an interim alternative educational setting for not more than 45 days without regard to whether the behavior that led to the removal was a manifestation of the student's disability. These special circumstances are when:

- a student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises at a school function under the jurisdiction of a State or local educational agency
- a student has inflicted serious bodily injury upon another person while at school, on school premises, at a school function under the jurisdiction of a State or local educational agency.

Copies of disability law requirements regarding discipline are available in the Special Education Office.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1993.

Emergency Information for Students

Emergency information for each student must be on file in the Aspen System so that parent(s)/legal guardian(s) or designated emergency contacts may be reached in case of illness or injury. Every attempt will be made to contact the parent(s) first before calling the emergency contact. It is the family's responsibility to keep contact information up to date. Please remember to contact the office if your home address, home, or cell phone numbers change during the school year as well as any changes in emergency contact information.

Emergency School Closing

In the event that there is a storm or an emergency develops during the school day that necessitates closing the school, there will be an early dismissal. Should this occur, parents are advised to have a plan in place directing their child or children where to go when there is no one at home. If it becomes necessary to close a school during normal school hours due to weather conditions or any other emergency, the following procedure will be used:

- The decision to close a school will be made as soon as possible by the Superintendent of Schools or his/her designee.
- The emergency school closing announcement will be carried on all local television channels, radio station WATD, and the district automated call system.

Entrance Regulations

- **Kindergarten and Grade 1:** A child who will be five years of age on or before September 1 is eligible to attend Kindergarten in September of that school year. A child who will be six years of age on or before September 1 is eligible to attend Grade 1 in September of that school year.
- **Birth Certificate:** A certified copy of the child's birth certificate must be presented for entrance to school.
- **Health Requirements:** The Massachusetts Department of Health requires that all children attending public or private school (Kindergarten through Grade 12) be immunized against Hepatitis B, diphtheria, whooping cough, tetanus, measles, mumps, rubella, and screened for lead poisoning. In addition, all students must have been immunized against (two doses) the varicella virus (chickenpox) or have a physician's note stating that the student has had the disease. In compliance with the School Immunization Laws, the child will not be able to attend school in September unless all required immunizations are on file in the School Nurse's Office. The certification must be in the form of a written record that specifies the type of immunization and indicates the month, day, and year of each vaccine. In the absence of an emergency or epidemic declared by the Department of Public Health, any child whose parent or legal guardian can demonstrate evidence that immunization conflicts with his/her religious beliefs shall be required to present a physician's certificate to be admitted to school (Chapter 76, Section 15). Additionally, in accordance with M.G.L., c. 71, s. 57, upon entering kindergarten or within thirty days after kindergarten entry, the parent or guardian of each child shall present certification that the student within the previous 12 months has passed a vision screening.

Childcare/Preschool

Attendees <2 years should be immunized for their age according to the [ACIP Recommended Immunization Schedule](#). Requirements listed in the table below apply to all attendees \geq 2 years. These requirements also apply to children in preschool classes called K0 or K1.

Hib	1-4 doses; the number of doses is determined by vaccine product and age the series begins
DTaP	4 doses
Polio	3 doses
Hepatitis B	3 doses; laboratory evidence of immunity acceptable
MMR	1 dose; must be given on or after the 1 st birthday; laboratory evidence of immunity acceptable
Varicella	1 dose; must be given on or after the 1 st birthday; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

- **Records from a Prior School:** A complete copy of a new student's records from any school from which they are transferring must be provided to the receiving school.

Equity in the Scituate Public Schools

Federal law prohibits discrimination on the basis of race, color or national origin (**Title VI** of the Civil Rights Act of 1964); sex (**Title IX** of the Education Amendments of 1972); or disability (Section **504** of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Pursuant to this, the Scituate Public School System, parents, students, and other interested parties provide the following information for use.

Contact Information

Assistant Superintendent
District Equity Coordinator
606 Chief Justice Cushing Highway
Scituate, MA 02066

Ms. [Heidi Driscoll](#)
(781) 545-8759 x 23313

The complete policy can be found on line at [scit.org](#) or a hard copy can be obtained by calling the Superintendent's Office.

Family Educational Rights & Privacy Act (FERPA) - Student Records: [Policy JRA](#)

Field Trips

There will be a time when classes, clubs, teams, or other groups will be taking field trips or making visits to other schools to represent Scituate Public Schools in activities. Transportation will be a school bus or commercial transportation, and all students will travel with the group unless there are specific arrangements made in advance through the office of the Principal. Since students will be representing Scituate, it is expected that they will act and dress appropriately for the occasion. In the case of field trips taken during the school day, students will be given a special form to be signed by their teachers and parents. The Administration and/or the student's teacher(s) have the right to approve or restrict a student from participating in a field trip (including overseas trips) based upon that student's tardy, attendance, and behavioral records.

Fire Drills

The school is required by state law to conduct fire drills. Instructions are posted in each room. Exit from the building should be rapid and quiet. Listen for instructions after you are outside. Students must remain with their classroom teachers throughout the drill/evacuation. Students are not allowed to use cell phones or other communication devices during the drill/evacuations.

Grades

- Grades K-3, student grades are reported according to the rubric outlined on the report card.
- In 4th and 5th grade student grades are reported as letter grades on report cards. Each letter grade represents a range of numerical grades as follows:

A+	97 and above
A	93.0 - 96.9
A-	90.0 - 92.9
B+	87.0 - 89.9
B	83.0 - 86.9
B-	80.0 - 82.9
C+	77.0 - 79.9
C	73.0 - 76.9
C-	70.0 - 72.9
D+	67.0 - 69.9
D	63.0 - 66.9
D-	60.0 - 62.9
F	59.4 and below
P	Pass
I	Incomplete

Harassment: Non-Discrimination Policy-Non Discrimination Regulation: [AC-R](#)

If any Scituate Public Schools student believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described in the policies above, the individual has a right to file a complaint with the Scituate Public Schools through the Assistant Superintendent. This may be done verbally or in writing. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or Assistant Principal. Administrators aware of harassment involving any employee should report such incidents to the Assistant Superintendent. To file a complaint, you may do so by referring to [scit.org](#).

Hazing: Prohibition of Hazing: Policy JICFA

Holidays

Appropriate ceremonies and observances of national holidays and events of national, state, and local significance shall be encouraged and shall conform to statutory requirements of the Commonwealth. In addition, at various times throughout the school year, classes may set aside time for activities that celebrate certain holidays (e.g., Halloween, Thanksgiving). However, it is recognized that not all families wish to observe or have their children observe these holidays. These activities are ordinarily planned and parents should be notified that some sort of celebration, in compliance with the SPS Wellness Policy ADF and SPS Life Threatening Allergy Policy, might occur during these times of the year. If you do not wish your child to participate in any holiday celebration, please write a note to the classroom teacher.

Home Instruction: Policy IHBC

The Scituate Public Schools continue to respect the right of parents to educate their children at home. Home instruction is subject to the prior approval of the Superintendent following specific procedures. Further information may be obtained from the Office of the Assistant Superintendent.

Home/School Communication

Parents are an integral part of our school and as such, we strive to keep them involved and informed.

- An Expectations Night is scheduled at the beginning of the school year.
- A calendar of school activities can be found on-line at scit.org
- Parents are encouraged to communicate with their child's teachers. .
- Parents are encouraged to access student progress routinely via the Aspen Family Portal.

Homeless Students: Homeless Students: Enrollment Rights and Services: Policy JFABD

Homework

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a learning activity, which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently as well as with others.

- **Kindergarten:** Should be encouraged to talk about their day at school, and should be read to for 20 minutes.
- **Grade 1:** Should do an average of 10 minutes per day and should read independently, or be read to, for 20 minutes.
- **Grade 2:** Should do an average of 20 minutes per day and should read independently for 20 minutes.
- **Grade 3:** Should do an average of 30 minutes per day and should read independently for 20 minutes.
- **Grade 4:** Should do an average of 40 minutes per day and should read independently for 20 minutes.
- **Grade 5:** Should do an average of 50 minutes per day and should read independently for 20 minutes.

Homework is an extension of the student's daily instructional program and is assigned in order to meet the following educational goals and activities:

- To positively and meaningfully review, reinforce, and refine the skills and concepts that are taught in the classroom.
- To pursue independent or enrichment studies of the classroom curriculum.
- To develop in each student a sense of responsibility and accountability.
- Homework assignments should not include skills or concepts that have not been taught previously.

Parents are encouraged to contact the teacher with any questions or concerns about the role of homework in class or the overall quality of their child's preparation for class.

Lock Down & Shelter in Place

The school will periodically conduct a lockdown drill or issue a "shelter in place" order. Students are expected to follow instructions of teachers and administration. Students must remain with their classroom teachers throughout the lockdown/"shelter in place" order. Students are not allowed to use cell phones or other communication devices

during lockdowns/"shelter in place" orders.

Lost and Found

Each elementary school designates a specific area for lost and found articles. Periodically, unclaimed articles are donated. Parents are advised to be certain that all of their child's possessions are labeled (such as clothing, backpacks, lunch boxes, etc.).

Lunch Program /Food & Nutrition Services (POLICY EFC)

The food service team will focus on food safety and providing safe choices for the well-being of all students. Our food service department will produce high quality, fresh, tasty foods with nutritional integrity. Our commitment is to provide students with a variety of menu choices, offered at an affordable price. Our goal is to support, educate, and encourage healthy eating habits and to work with families to do the same. We support learning by promoting healthy eating habits and providing good nutrition. Our food service team will treat all students with dignity and contribute to positive impacts on the student's daily experience.

Scituate Public School District participates in the National School Lunch program at all of our schools. Meals, foods, and beverages sold or served in schools meet State and Federal requirements, which are based on the USDA Dietary Guidelines.

Our school menus include:

- Whole Grain offerings
- Increased variety of fresh fruits and vegetables
- Focus on lean protein choices
- Smart snack options, A-list approved items
- Fat free and Low-fat Milk
- Reduced sodium content
- Smaller portion sizes with age appropriate calorie limits

Students are expected to:

- Talk quietly.
- Sit in their own seat.
- Respect other adults and children in the cafeteria.
- Children must comply with allergy provisions and restrictions as they relate to cafeteria policies and procedures.

Mosquito Spraying

The Town of Scituate does spray school grounds for the control of mosquitoes on occasion. The school community will be notified of mosquito spraying via postings to the Scituate Public Schools website.

No Recording Policy

In accordance with state and federal laws, staff, students, and parents/guardians must refrain from recording any video conference. In fact, it is a violation of the law to record without the consent of every participant. As such, our staff has been instructed to inform participants at the start of each video conference that teachers and students are not permitted to record these sessions.

"No School" Announcements

It is the policy of the School Committee to have school when the buses can safely operate. The major radio and television stations will be asked to announce the cancellation of school as well as the district automated call system. It is the parent's prerogative to make the final judgment as to whether or not to send students to school in cases of stormy weather.

Nondiscrimination Policy [Policy AC](#)

Observation of Special Education Programs: [Policy IHBA](#)

Parent-Teacher Organizations (PTO)

EVERY parent of an elementary school child is a member of that school's PTO. The Elementary PTOs are support groups that enrich the children's educational environment. Through the interaction of parents, students, faculty, administration, and the entire community, the PTO is able to enhance the quality of education. Families are

encouraged to become involved in their school's PTO programs and activities, which may include, but are not limited to, the following:

- Cultural enrichment programs
- Classroom and school wide volunteer support
- Fundraising
- Social Events (fairs, family meals, shows, etc.)
- Field Trips
- Book Fairs

Physical Examination of Students: [Policy JLCA](#)

Physical Restraint ([POLICY JKAA](#))

Recess

Weather permitting; children will be outdoors for recess. Safety considerations are also taken under advisement when the feasibility of outdoor recess is being determined. Students should dress appropriately. During winter months, this would include coats, hats, mittens and/or gloves and boots. Recess is at least 20 minutes long.

Report Cards

The report card is one way to indicate a student's progress. The school staff strongly encourages all parents to get to know their child through contact with the school personnel as often as necessary. Report cards are released online on a scheduled basis as indicated on the school calendar. At any time parents are encouraged to communicate with their child's teacher. Often this communication provides a means for overcoming obstacles that may interfere with a child's progress in school.

Responsible Use Policy ([POLICY IJNDB](#))

School Councils [Policy BDFA](#)

Each school will have a School Council. School Councils are a representative school building-based committee composed of stakeholders from the school and community...

School Health Services

Situate School Nurses strive to maximize each student's potential to learn and grow by providing the best possible care and ensuring healthy learning environments.

In the school setting they:

- Conduct health screenings: vision, hearing, and scoliosis.
- Assess for growth, health, and development.
- Provide emergency first aid.
- Control communicable diseases.
- Provide counseling for students and staff regarding health matters.
- Serve as a resource for student health issues and in health education.
- Assist in maintaining a safe school environment.
- Monitor required daily medication administration.
- Maintain safe environments for students with specific health concerns.
- Collaborate with Special Education Services.
- Serve as education team members.
- Develop and implement the health components of a student's Individualized Education Plan (IEP).
- Provide in-service education to staff in special health care procedures.
- Meet with counselors and School Psychologists to provide the best environment for students.
- Act as an active participant in 504 processes (needs not covered under special education services).
- Serve as members of the Crisis Team.

In the home setting they:

- Act as liaison between home and school regarding health concerns.
- Make home visits when necessary.
- Take health histories.
- Monitor long-term illnesses.

In the community setting they:

- Act as liaison between home, school, and community resources.
- Act as liaison between healthcare providers and schools.

Immunization Requirements

All students must be completely immunized in order to attend school. Massachusetts' immunization regulations specify minimum immunization requirements for enrollment in school (105CMR 220.00). Those students with documented medical contraindications or documented religious beliefs are the only ones exempt from the immunization regulation. For medical exemptions, documentation from your health care professional is required. For religious exemptions, a parent must state in writing that vaccination conflicts with their sincere religious beliefs. However, any student who is not properly immunized will be excluded from school if there is a vaccine-preventable disease outbreak. The length of exclusion is determined by Department of Public Health guidelines and may vary according to disease. Massachusetts Department of Public Health school immunization information can be found [here](#).

Physical Exam Requirement

The State of Massachusetts DPH regulation 200.100 requires a physical examination within one year prior to entrance school or to provide a current physical within 30 days after a student transfers from another school system. The physical schedule in Scituate is as follows: Kindergarten, Third, Sixth and Ninth Grade.

Communicable and Infectious Diseases

The Massachusetts Department of Public Health has identified the following as being particular problems among the school population. This list is not all-inclusive. Please contact the school nurse if you have any questions.

- Conjunctivitis (pink eye)
- Impetigo
- Streptococcal Infections (strep throat)
- Pediculosis (head lice)
- Chicken Pox
- COVID-19

If the school nurse suspects the presence of one of these, or any other contagious disease, the parent will be contacted and requested to seek the advice of his/her physician. In the case of a confirmed diagnosis of a communicable disease or infestation, the student will be required to stay out of school until the condition is treated and rendered non-communicable. Parents are asked to report all cases of communicable disease to the school nurse.

Absence/Dismissals from School

Parents are advised to keep their child home if they have a temperature of 100 degrees or greater, have vomiting, diarrhea and persistent respiratory or flu symptoms. Students who are prescribed antibiotics for strep throat need to be taking the medication for a full 24 hours before returning to school.

In the event that your student becomes ill during the school day, a parent or guardian will be contacted to pick up the student. With parent permission, the student may be dismissed to another family member or friend provided proper identification is shown. If the school is unable to reach the parent, the emergency contact (designated each September in the emergency information) will be called to pick up the student.

- Children who are absent from school must bring a note from home upon returning to school. If the child is absent for five consecutive days due to a communicable and/or infectious disease (or for any health reason), she/he must bring a note from the doctor and check with the School Nurse.

First Aid

First aid is treatment given to protect the life and comfort of the student until authorized treatment is secured and is limited to first treatment ONLY. Following first aid, the student is to be placed under the care of his/her parent or guardian, upon whom rests the legal responsibility for subsequent treatment. If a student becomes ill or injured at school, first aid will be administered in accordance with school policy. In the event a student becomes seriously ill or injured, every effort will be made to reach the parent. If a parent cannot be reached, the student will be transported via ambulance to the nearest hospital emergency room. Any illness or injury that occurs at home or after school hours should be evaluated by the student's own physician, urgent care or in a hospital emergency room. Per school committee policy, school nurses do not provide initial treatment for injuries that happen outside of school.

Life Threatening Allergies (POLICY EFAB)

The Scituate Public Schools will work in cooperation with parent/guardians, students and physicians to minimize risks and to provide a safe educational environment for all students. Any student with a diagnosis by a physician that the child is at high risk of a life threatening allergic reaction and/or a medication order containing indications for the administration of epinephrine will be included in this policy. The focus of allergy management will be prevention, education, awareness, communication and emergency response. This policy and protocol will assist students to optimize full participation in educational programs and school-sponsored activities. Procedures shall be in place at school to address food allergy issues in the classrooms and gym, food services/cafeteria, for art, science and mathematics projects, crafts, outdoor activity areas, school buses and vans, field trips and before and after school activities and school sponsored events. The complete Life Threatening Allergy policy can be found on the district website scit.org

Health & Wellness Screenings:

School nurses and other trained staff will provide Massachusetts-mandated health and wellness screenings. The types of screenings and their schedules are set by the Massachusetts School Health Unit / Department of Public Health. Screenings include height, weight, vision, hearing, postural, BMI (body mass index), and SBIRT (screening, brief intervention, and referral to treatment). Complete information on these screenings may be found [here](#).

Your school nurse will send detailed communication home prior to any screenings.

If you wish to opt your student out of these screenings, or if your healthcare provider has already screened them, a written request must be sent to school.

School Health Services-Administration of Medication: Policy JLCD

School Hours (2022-2023)

- Elementary School hours are from 8:55 AM- 3:25 PM.
- Elementary school doors open at 8:40. There is no supervision before 8:40.
- Early Childhood Center (ECC) hours are 9:10 – 11:40 AM for the morning sessions, 12:25 – 2:55 PM for the afternoon session, and 9:10 – 2:55 PM for the full day session.
- Half days for elementary school are 8:55 AM and dismisses at 11:25 AM.
- ECC early release dismissal time is 11:40 for AM and Full Day students. NO PM classes on early release days.

School Property

All students are required to return all textbooks, library books and materials, and any other school property at the end of the school year.

Searches & Interrogations: Policy JIH

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is an Act, which prohibits discrimination against persons with a handicap in any programs receiving federal financial assistance. The Act defines a person with a handicap as anyone who:

Has a mental or physical impairment which substantially limits one or more of such person's major life activities which include functions such as:

- Caring for one's self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Eating
- Sleeping
- Standing
- Lifting
- Reading
- Concentrating
- Thinking
- Communicating
- Working
- Bending
- Operation of major bodily function

Has record of such an impairment

Is regarded as having such an impairment

In order to fulfill its obligation under Section 504, the Scituate Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

Section 504/Behavior

All students are expected to meet the requirements for behavior as prescribed in this handbook. Additional requirements concerning the discipline of a student on a section 504 Plan are as follows:

- When it is known that a student on a Section 504 Plan is likely to be excluded from his/her program for more than 10 cumulative days in a school year, the Section 504 Team will convene to determine whether the student's misconduct that leads to the change in placement is a manifestation of the student's disability.
- If the conduct was a manifestation, the school may conduct or review a functional behavior assessment and implement a behavior intervention plan. If such an assessment was already conducted, the behavior intervention plan will be reviewed and modified as necessary. Additionally, if the behavior was a manifestation, the student will return to the placement from which he/she was removed unless the school and parent agree otherwise.
- If the behavior was not a manifestation, the school may apply the relevant disciplinary procedures to the extent they would be applied to a student not eligible for Section 504.

Additional information concerning Section 504 including the right to receive an evaluation, the procedural protections afforded to parents and students, a more detailed description of the special rules relating to suspension and expulsion, and access to Section 504 records may be obtained from the District Section 504 Coordinator:

Ms. Tammy Rundle, Scituate Public Schools

606 Chief Justice Cushing Highway Scituate, MA 02066 (781) 545-8750 x 370

Security Camera Policy: [Policy ECABB](#)

Health Education: Parental Notification-Parental Notification Relation to Sexual Education: [Policy IHAM](#)

Special Education/IDEA

The provisions of state and federal special education law (MGL Chapter 71B and 603 CMR 28.00, formally Chapter 766 and the Individuals with Disabilities Education Act, or "IDEA") are designed to help eligible students between

the ages of 3 and 22 years of age who have not yet received a high school diploma and who are not making effective progress in general education due to the existence of a qualifying disability. Qualifying disabilities include: autism, developmental delay, physical, emotional, health, specific learning, communication, sensory (hearing and/or vision impairment), intellectual, neurological, and multiple disabilities.

The purpose of special education is to help children who have qualifying disabilities make effective progress in school in the least restrictive setting. In accordance with the provisions of the state and federal special education laws, after receiving parental permission, an evaluation is conducted to determine whether a child has a special need that requires special education and, if so, what form will that special education take. The following questions must be answered as part of that evaluation:

- Does the student have one or more documented disabilities?
- Is the student not making effective progress in school as a result of the disability or disabilities
- Does the student require special education (specialized instruction) in order to make effective progress?

Those services are described in an Individual Education Plan (IEP) for that student. Additional information may be obtained from the Director of Special Education.

Once a student is determined eligible, the TEAM develops goals and describes services required to meet the goals. Those services are described in an Individual Education Plan (IEP) for that student. Services cannot be provided without parental consent. Additional information may be obtained from the Department of Education website (see technical assistance here): [Is Special Education the Right Service?](#), Contact your school's principal or Team Chair or the Director of Special Education.

Special Education/Behavior

All students are expected to meet the requirements for behavior as prescribed in this handbook. State and Federal Laws require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (IEP). State and federal special education laws prescribe additional requirements concerning the discipline of a student with special needs.

When it is known that a student with a disability is likely to be excluded from his/her program for more than 10 cumulative days (or less than 10 if there is a pattern), in a school year, the Team will convene to determine whether the student's misconduct that leads to the change in placement is a manifestation of the student's disability.

- If the misconduct was a manifestation, the school must conduct or review a functional behavior assessment and implement a behavior intervention plan. If such an assessment was already conducted, the behavior intervention plan will be reviewed and modified as necessary. Additionally, if the behavior was a manifestation, the student will return to the placement from which he/she was removed unless the school and the parent agree otherwise or special circumstances exist (unless the behavior meets certain guidelines allowing an alternative placement) [DESE Laws on Suspensions](#) [Discipline Flow Chart](#)
- If the behavior was not a manifestation, the school may apply the relevant disciplinary procedures to the extent they would be applied to a student not eligible for special education, except that a student eligible for special education, who is removed from his/her current educational placement, is entitled to continue receiving educational services to enable the student to continue to participate in the general education curriculum, although in another setting, and to make progress toward meeting the goals set out in the student's IEP.

In special circumstances, the school may move students to an interim alternative educational setting for not more than 45 days without regard to whether the behavior that led to the removal was a manifestation of the student's disability. These special circumstances are:

- A student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency

- A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency
- A student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.
- Additional information concerning special education including the right to receive an evaluation, the procedural protections afforded to parents and students, a more detailed description of the special rules relating to suspension and expulsion, and access to special education records may be obtained from the Director of Special Education.

Student Directory Information

The Scituate Public Schools may release directory information without the consent of the eligible student or parent, provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after this notice to request that this information not be released without the prior consent of the eligible student or parent.

The Scituate Public Schools designates the following items as Directory Information: student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. The Scituate Public Schools may disclose any of these items without prior written consent, unless the School Principal is notified in writing to the contrary by October 1st of each school year.

Student Records: [Policy JRA](#)

Substance Misuse Prevention Policy: [Policy - JICH](#)

The purpose of the Scituate Public Schools Substance Misuse Prevention Policy is to ensure that our entire school community is aware of the district's comprehensive, evidenced-based approach to prevent the use of substances, and intervene early to support students and families considered at risk. School staff plays a key role in identifying and referring to students with substance use related problems and working with their families. Educators and school counseling personnel will work in collaboration with substance use counseling professionals and mental health specialists to meet the needs of those students most at risk. Collaboration between schools and community behavioral health providers address student-specific issues, including interventions such as small group, individual supports, and school re-entry plans. These efforts support school staff including consultation in general, as well as student-specific challenges and plans for school and community provider responses when necessary. District involvement with the community prevention coalition, Scituate FACTS, the regional collaborative South Shore FACTS through South Shore Health System's Youth Health Connection, and the Plymouth County Suicide Prevention Coalition, provide these critical networks. The complete policy and resources can be accessed on the SPS website.

Support Team

The Support Team is a team of educators, with varied backgrounds, who have been trained in a proactive and systematic problem solving approach to address the needs of our students. These teams are focused on creating, monitoring, and refining individualized instructional and behavioral interventions to students in the regular education setting. More information regarding the Support Team may be obtained by contacting the School Psychologist at your school.

Technology [Policy IJNBD](#)

Students may not use smartwatches or cell phones during the school day.

Telephone use

Students may ask for permission to use the main office telephone if they need to contact a parent/guardian during school hours.

Tobacco-free schools [\(POLICY JICG\)](#)

Massachusetts State law 37H prohibits the use of any tobacco products on school grounds by any individual. The Scituate Public Schools enforce this law.

Transportation- Student Transportation: Policy EEA & Policy EEAE

Transportation: Student Conduct On Buses Policy JICC

The school bus and bus stop are an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a student to be transported to and from school is a privilege dependent on good behavior.

- Students may only ride their assigned buses. If there is a family emergency or medical situation, parents should notify the school Principal and other transportation arrangements might be made.
- Arrive at the bus stop 10 minutes before the anticipated pick-up.
- Stand as far off the road as possible until the bus has arrived, stopped, and opened its doors. Do not run or fool around while waiting for the bus. If you have to cross the street to board the bus: 1) wait for the bus to come to a complete stop; 2) wait for the driver to signal you that it is ok to cross the street, and; 3) look both ways before crossing.
- Only students may board the bus.
- Students may not eat on the bus.
- Take a seat quickly and remain seated until the bus reaches its destination.
- Do not throw any objects in or out of the bus. Do not hang out of the windows.
- Be courteous at all times to the driver, fellow students, and passers-by.
- Keep clear of the area around the bus where the driver may not be able to see you. If you drop something under the bus, don't try to get it. Report your problem to the bus driver.
- Use of an electronic device on the bus must be approved by a school administrator.

Fee-Based Transportation Program

Students in **Grades K-6** who reside over 2 miles from their assigned school are eligible for town-paid (free) bus transportation. This determination is mandated by the State of Massachusetts (Massachusetts General Law Chapter 71 Section 68). All other students in Grades K-12 will have the option to participate in the fee-based transportation program. The two-mile distance is measured from the end of the driveway of the student's home to the closest entrance-way of the school, using the shortest means by public roadway. All students who are NOT eligible for town-paid busing will have the option to purchase a bus pass through the "Fee-Based Transportation Program." (i.e., K-6 students living two miles or less from their assigned school and all students Grades 7-12, regardless of distance.) Information about the fee-based transportation program can be found on the Scituate Public Schools website.

Scheduling/Routing/Bus Stops

The Transportation Office is responsible for establishing the schedules and bus routes and are evaluated annually. Routes are posted on the Scituate Public Schools website.

Students will walk to a common bus stop. Students are not entitled to street-by-street or door-to-door pickup or delivery. All stops will be at corners, whenever possible, to make them fair and consistent for all. Bus stops are set up in accordance with School Committee policy and State law. In the case of new residents, you may be in an area that might require issuing a new bus stop. Until the area is reviewed and, if a new stop needs to be added, students should go to the closest bus stop until a new one is established by the Transportation Office. Parents are responsible to assure their child is at the correct bus stop. Any child standing at unauthorized locations or bus stops may not be picked up.

Valuables at school

Students should not carry large amounts of money or other valuable articles to school. If an exception arises, leave the money or article in the office for safekeeping until the end of the day.

Vandalism: Policy ECAC

Visitors (POLICY KI)

All visitors must enter through the front door. Visitors must buzz in and identify themselves for admittance and sign in at the front office and sign out when leaving the building. Visitors will be issued a pass that must be worn while

in the building and returned to the office when leaving. Teachers who are expecting visitors will meet them in the office and escort them to their destination.

Weapons: [Policy JIC](#)

Website

The Scituate Public Schools website contains the answers to many questions. Please follow this link and click on your home school scit.org.

Wellness ([POLICY ADF](#))

Appendix A: Early Childhood

Preschool Philosophy

We recognize that each child is a unique individual with an individual pattern and timing of growth and development. Our curriculum is designed to provide for active involvement by children in their own learning process. We strive to promote children's social, emotional, physical, and cognitive skills. We achieve this goal by engaging children in a context of play, manipulation of the environment, concrete experiences and interactive communication with peers and adults. Each classroom includes students with disabilities and provides a secure, non-judgmental environment where children may explore, experiment, discover, confirm, create, and learn. Our approach to learning is multi-sensory and children participate in a variety of activities and materials that are appropriate to each child's age and background.

Families are viewed as an integral part of the education process. A partnership between parents and schools is essential in order for children to reach their full potential.

For additional information about the Early Childhood Center and the Scituate Public Schools, refer to the SPS website.

Admission for Children with Disabilities or Developmental Delays

A parent who has a concern about a particular area of a child's development, should call the Early Childhood Center Monday through Friday 8:00 AM – 3:00 PM at (781) 545-8790 ext.119 to discuss the possibility of an evaluation, provided free of charge, for Scituate children 3-5 years of age. After an evaluation in one or more areas, a Team Meeting with specialists and the parents will be scheduled to determine eligibility for special education services.

Tuition

A fee of \$2,500.00 for the half day program and a fee of \$5,000 for the full day integrated program (subject to increase) per year is assessed for typically developing children who participate in Early Childhood Program. A non-refundable deposit of \$200.00 serves as a commitment to the school year program and tuition after your child has been accepted to the program.

Registration

In order to participate in the public school program, you must complete the online registration form on the SPS website found at: [Registration](#)

Payment

Remaining tuition balance is divided into four installment payments. Payments for the Early Childhood Program can be made by check, money order or online. Checks are payable to: Town of Scituate. For online payments go to the SPS website [online payments](#). After reading the instructions, click on the School Department menu item and select the appropriate payment selection. Failure to make timely payments could result in termination of your child's placement.

Transportation

Transportation is the responsibility of the parents/guardians for our preschool program unless your child's IEP services require transportation related to a disability need. Children cannot be dropped off early and must be dismissed on time as teachers have other scheduled commitments. Anyone other than a parent picking up a child must have identification and prior parental permission to do so. If you should require a change in the dismissal time or pick up routine, please call the Early Childhood Office and send a note to your child's teacher.

Families with children not riding in the special education van must follow the arrival/dismissal procedures below. Parents will drop off and pick up at the front entrance of the Wampatuck School where teachers and paraprofessionals will greet you at your car, you will take your child from the car and we will escort your child to their classrooms. At pick up you will take your child from the teachers and paraprofessionals to your car to buckle them in. This arrival/dismissal practice is to address safety concerns for your child with regard to traffic concerns and limited parking space available.

If your child is involved in school transportation you need to follow these rules for safety. When the van arrives at your home, parents need to be prepared for the driver and bring the child to the van to buckle him / her into the seat. The driver will bring the child to school to be met by a staff member who will bring the child to the classroom.

Upon the return trip the reverse will be in effect. Parents must be ready for the return of their child to meet the van and to unbuckle their child. Exact pick-up and delivery times will be determined during the first week of school.

Due to the ages and needs of this young population it is not possible for the drivers to leave the children unattended at any time. Although we empathize with parents who occasionally have trouble being home at the time of the student's arrival, it is the responsibility of the parents to make other arrangements on that day. Due to tight use of school buses and vans, it is impossible for the van / bus to deliver the children to a different address on any given day. If a childcare provider cares for your child in their home every day, special arrangements can be made for transportation to that address by contacting the program director before classes begin.

Parents, please remember that school vans follow the same guidelines as school buses. You may not pass the van when the lights are flashing, even in the school parking lot.

Behavior / Discipline

The philosophy of the program is based on the belief that respect for the child should be demonstrated and guidance provided to help the child develop self-control and the ability to make better decisions in the future.

We believe that children learn discipline from techniques such as:

- Positive phrasing.
- Setting clear, consistent and fair limits for classroom behavior.
- Learning to value mistakes as learning opportunities.
- Redirecting children to more acceptable behavior or activities.
- Praising children when they do adopt more acceptable behavior.
- Listening when the children talk about their feelings and frustrations.
- Picture reinforcements and predictable schedules.
- Guiding the children to resolve conflicts and modeling skills that will help them solve their own problems.
- Reminding the children of the classroom rules and their rationale as needed.

Please make us aware of any unusual home circumstances that could affect your child's behavior.

Snacks

There will be a snack time during each session. The children should bring in a small, healthy snack to eat during this time every day. Suggested examples are a small piece of fruit, pudding, crackers and cheese, yogurt or applesauce. It is important to adhere to classroom teacher's notices of specific food restrictions as some children may be prone to severe allergic reactions to the presence of specific foods. If your child is in a peanut free classroom, you will receive specific guidelines of ingredients to avoid and specific standards to follow. A great resource for food allergies and safe snacks can be found here: SnackSafely.com. Food cannot be heated in the microwave for children's snack / lunch. Juice can also be sent in but must be in a non-glass container because the children prepare their own snacks. Please provide proper utensils, napkins, cups, spoons, forks and so forth. Food containers should be labeled with your child's name.

Snack time is a part of the regular curriculum and provides an opportunity to teach proper habits in nutrition, as well as the proper social and self-help skills involved in eating. The children should carry a lunch box or backpack to school daily to carry snacks as well as important notices and other papers.

Outdoor Recess / Playground

Outside play is a regular part of the daily school routine. Weather permitting, students will go outside everyday. It is important that children be dressed for the weather with appropriate layers, jackets, hats and mittens. Please also provide the school with a full change of clothes, (including undergarments) pants, shirts, hat, and mittens.

