

Douglas Middle School



Student/Parent Handbook

2014 – 2015

Grades 6-8

Main Office (508)-476-3332

Dr. Nancy Spitulnik
Interim Superintendent of Schools
(508)-476-7901

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

Cheri Osterman
Principal's Secretary

**21 Davis Street
Douglas, MA 01516**

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Student/Parent Handbook

2014-2015

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Douglas Middle

21 Davis Street
Douglas, Massachusetts 01516
Telephone: 508-476-3332

Dr. Nancy Spitulnik
Interim Superintendent of Schools

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

August 2014

Dear Middle School Parents/Guardians:

Welcome to the 2014-2015 school year! This handbook has been written so that all students attending Douglas Middle School have a clear understanding of the expectations designed to make our school a safe and supportive place of learning for everyone. **Please review this handbook together** with your children and talk about the contents with them – not just about what is expected, but why. We hope this handbook will generate productive discussion among family members. After reviewing it together, please sign and return the form in your child's opening day packet, indicating that you have done so, no later than **Friday, Sept. 12th**.

This handbook will serve as one of the many methods we use to create and strengthen the home/school communication partnership. Communication between home and school is extremely important, and we encourage your attendance at Parent Conferences and other special curriculum-based events and performances held throughout the school year. Please check with your children daily to see if any important notices have been sent home. You may also check the district website at <http://www.douglasps.net> for important information. Weekly e-mail updates will also be sent out, and we encourage you to sign up for these updates if you are not already receiving them.

Our handbook contains information designed for all students, as well as information specific to each learning community. We are fully committed to working collaboratively with families of children in all grade levels – 6-8, to ensure success for all.

Thank you for helping us to maintain a safe, supportive, and respectful community at Douglas Middle School! Please remember that we are a **latex-safe and nut-safe facility**. Working together, we can ensure the safety of all of our students. We look forward to another outstanding year, and we pledge to do our utmost to provide the best possible educational experience for your children!

Sincerely,

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

DOUGLAS ELEMENTARY/MIDDLE SCHOOL
Student/Parent Handbook Sign-Off

2014-15

I am aware that the Douglas Middle School Student/Parent Handbook, containing the expectations needed to make our school a safe, comfortable, and respectful place for everyone, is posted electronically on our District website (www.douglasps.net). I am also aware that printed copies are available upon request from the school office.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student(s): _____ Grade : _____

(If there are multiple children in the household, please just submit one signed form from your eldest child. Additional signature lines have been provided here if needed for other siblings attending Douglas Intermediate Elementary School.)

_____ Grade: _____

_____ Grade: _____

_____ Grade: _____

*(Please sign and return no later than **Friday, Sept. 12, 2014.**)*



Douglas Middle School

19 Davis Street
Douglas, Massachusetts 01516

Telephone: 508-476-3332

Dr. Nancy Spitulnik
Interim Superintendent of Schools

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

August 2014

Dear Students:

Welcome to the 2014-2015 school year! This is your school, and we want you to be comfortable to learn here. We hope that you will help others to feel respected, accepted, and safe here at all times, so that you can get the best possible education. You, and all of the other students who make up the largest part of our educational community, can do that by treating every person in this school with respect at all times.

This handbook explains our expectations for student behavior in the classrooms, in the hallways, in the bathrooms, in the cafeteria, at recess, and on the bus. We hope that you will meet these expectations wherever you are – whether you are at school, at home with your family, out in our community, or in any other place that you will go. Please remember that all of our rules and expectations are based on this fact:

Everyone at Douglas Middle School has the right to feel safe and comfortable in order to be able to do his or her job well!

Please read this handbook carefully with your parents/guardians. It contains a lot of important information that will help you enjoy your school year. It also has great suggestions for how you can make your school a great place to learn, enjoy your friends, experience growth, and have fun. Please remember that we are a latex-safe and nut-safe facility. Working together, we can ensure that everyone stays safe!

At Douglas Middle School, we are all about students! You are the reason we are here. Please feel free to come and see us in the office if you don't think something is going right, if you have a problem, or if you just want to say "Hello." We want to help in any way we can. We're looking forward to an excellent year, and we hope this new school year will be the best one yet!

Sincerely,

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

Please see the District website for the 2014-15 School Calendar.

Progress Reports/Report Cards - Dates Issued – 2014-15

Progress reports are issued at the mid-point of each of the four quarters, and report cards are issued at the end of each of the four quarters, according to the schedule below:

2013-14 School Year	Progress Reports Issued	Grades Close	Report Cards Issued
First Quarter	Oct. 8	Nov. 6	Nov. 13
Second Quarter	Dec. 15	Jan. 23	Jan. 30
Third Quarter	March 6	Apr. 7	Apr. 14
Fourth Quarter	May 19	TBD	TBD



In order to promote strong home-school communication, and to keep parents/guardians better informed of their child's academic progress, parents/guardians are now provided access the iPass iParent feature in order to view their child's grades. Parents may log in to the Parent Portal to view their child's attendance data, class schedules, and biographical data. Parents of students in grades 6-8 may view quarterly progress reports and report cards online.

Detailed instructions for accessing iParent are available on the District website, at <http://www.douglas.k12.ma.us>. The directions are as follows:

- Once you are on the website, go to the iPass link on the left-hand side of the front page.
- When you click on this link, you will be taken to the login page. There you will see a form containing instructions on how to register for iParent portal access. You will be asked to enter your name, your student's name, his/her date of birth, city of birth, and your student's ID number, which you will find on the report card. You will then be asked to choose a username and password. (Just so you are aware, if at any time you do not remember this password, we do not have access to it; you will need to request a new password.)

If you have difficulties logging in or need your password reset, please send an email to iparent@douglas.k12.ma.us.

Weekly e-mail updates are also sent out by the Principal. We encourage you to sign up for these updates!

Douglas Public Schools
School Committee

Sonya Bouchard, Chair
Gina Muscatel
Melissa Morrison
Scott Yacino
TBA

Central Administration

Dr. Nancy Spitulnik 508-476-7901
Interim Superintendent of Schools

Cortney Keegan 508-476-4037
Business Manager

Cindy Socha 508-476-4100
Director of Curriculum

Nealy Koumanelis-Urquhart 508-476-4034
Director of Student Support Services

Donna Sousa 508-476-4100
Director of Technology x 2111

District-Level Supervisors / Directors

Laura Nasuti 508-476-4034
K-12 Team Chair

Lisa Leon 508-476-4100
Director of Food Services x 3121

Douglas Public Schools Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth.

Decisions are made in the best interest of our students.



Statement of Non-Discrimination

The Douglas Public School District strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Douglas Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. (As mandated by Chapter 622 of the Massachusetts Acts of 1971 and Chapter 282 of the Acts of 1993, General Laws Chapter 76, Section 5; and Chapter 199 of the Acts of 2011, amended statutes G.L.c. 76, & 5)

All inquiries regarding compliance with Title IX and Chapter 622 should be made to Nancy T. Lane, Superintendent of Schools, or may be reported directly to the director of the Regional Office for Civil Rights, Department of Health Education and Human Service, Regional, JFK Federal Building, Room 1875, Boston, MA 02203 (617)-568-1350 TDD (617)-565-1343.

In addition, federal law prohibits discrimination due to handicap in educational programs or activities receiving federal financial assistance. In accord with the requirements of Section 504 of the Rehabilitation Act of 1973, the Douglas Public School District hereby makes notice that it does not discriminate in any educational program or activities or in employment therein. Any inquiries concerning the application of Section 504 to the practices and policies of the Douglas Public Schools may be addressed to Nealy Urquhart, Director of Student Services, or to the Director's Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

**Douglas Middle School
Vision/Core Values and Beliefs/Learning Expectations**

Approved by IES faculty
on 4/2/12; by IES
School Council on
4/11/12; and by IES
Student Council-5/12.

Douglas Public Schools Mission Statement






The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. *Decisions are made in the best interest of our students.*

Our Vision

The vision of the Douglas Intermediate Elementary School community is to create a safe, welcoming, and challenging learning environment in which everyone feels valued and respected. Students are encouraged to ask questions and reflect upon their learning. We want our students to be 21st-century learners who think critically, creatively, and independently while participating in active, inquiry-based learning experiences designed to promote college and career readiness. Working as a team, and utilizing the talents and skills of all, we will collaborate in guiding our students to show initiative, take responsibility, read fluently, solve problems, synthesize information, and communicate ideas effectively, in order to become life-long, active learners. We expect our students to treat others with empathy and kindness, to respect diversity, and to demonstrate citizenship and service to their school, community, and world.

Our Core Values and Beliefs






Students learn best when....

-  Everyone in the school community feels valued and respected in a safe and welcoming learning environment, where the talents and skills of all are recognized and used creatively.
-  Students are required to work effectively both individually and in teams, utilizing creative and critical thinking skills, in order to become 21st-century learners who possess a strong foundation for success in middle school, high school, college, and future careers.
-  Students are engaged in active, inquiry-based learning opportunities, applying what they already know and building upon prior knowledge and experience to achieve their highest potential.
-  Students feel safe to ask questions, practice self-advocacy, take risks, make mistakes, and reflect upon their learning, recognizing that these are all essential aspects of the learning process.
-  All educational stakeholders communicate effectively in order to maximize student engagement and foster a strong home/school/community connection.

Our Expectations for Student Learning




Academic Competencies:

Students will:

-  Be fluent readers who enjoy reading for a variety of purposes.
-  Communicate effectively by expressing ideas clearly both orally and in writing, using formal and informal language appropriately.
-  Access, analyze, evaluate, synthesize, and manage new information effectively, using a variety of resources and technologies, in order to conduct research, make predictions, hypothesize, draw conclusions, and solve problems.
-  Think critically, creatively, and independently, utilizing a variety of multiple intelligences and learning styles in the development of authentic products that demonstrate learning.
-  Develop and use organizational and time-management skills in order to become self-confident learners who take ownership, try their best, and show pride in their work.


Social Competencies:

Students will:

-  Take responsibility for their own actions.
-  Demonstrate courtesy, respect, and kindness when interacting with both peers and adults.
-  Show empathy, consideration, and respect for others and their ideas.

Civic Competencies:

Students will:

-  Stay informed regarding current developments in both their local and global communities, showing tolerance and respect for diversity.

Voted/Approved:
Douglas Admin Team
9/19/12
IES Faculty 10/1/12
DHS Faculty 11/5/12
IES School Council
10/10/12

collaborate with others in order to
community, and bring about positive change.



demonstrate citizenship, contribute to their

STEM Integration Vision - Douglas Public Schools

2014-15

The Douglas Public School District's vision of STEM Integration is to build STEM literacy through fostering an interdisciplinary approach to learning in which science, technology, engineering and mathematics are integrated in all subject areas and applied to real world contexts. We want our students to be 21st-century, life-long learners who can communicate, collaborate, and think creatively and critically across disciplines in order to be effective, educated creators and consumers of scientific and technical information. Through participation in active, inquiry-based learning experiences, we seek to prepare our students for success in college and the global workforce, and to equip them to apply their skills and knowledge in developing innovative solutions that will improve the quality of life in both our community and our world.

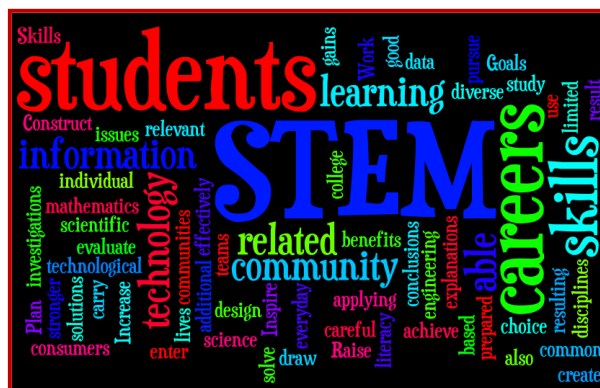
STEM Integration Goals

- Increase STEM literacy for all students, including those who do not pursue STEM related careers or additional study in the stem disciplines
- Raise the achievement of all students so that they are prepared to create and use technology in their learning, college, community, and careers
- Inspire learning which benefits the common good, resulting not only in individual gains in STEM skills, but also in stronger communities as a result of students applying their skills to solve relevant community issues
- Foster the skills and abilities needed for students to be educated and intelligent creators and consumers of scientific and technological information related to their everyday lives
- Prepare students with the necessary knowledge and skills to enter careers of their choice, including (but not limited to) careers in science, technology, engineering and mathematics

STEM Integration Learning Expectations

All students will be able to:

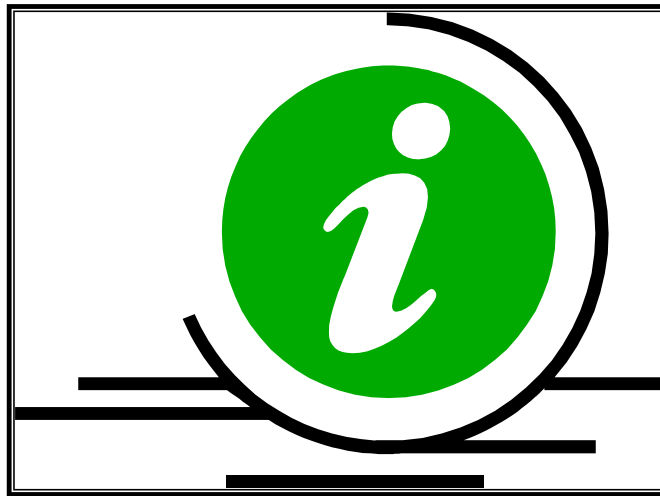
- Work effectively both independently and in diverse teams
- Plan and carry out investigations
- Evaluate information critically and carefully
- Construct explanations and design solutions
- Draw conclusions based upon data
- Utilize STEM skills and concepts to be effective creators and consumers of STEM knowledge and information



Douglas Elementary/Middle- Faculty/Staff Roster – 2014-15		
LAST NAME	FIRST NAME	POSITION
ADMINISTRATORS		
Bachelder	Beverly	Principal
Godbout	Robert	Dean of Students
OFFICE STAFF		
Osterman	Cheri	Principal's Secretary
SIXTH GRADE TEAM		
Cristian	Karen	Grade 6 Science Teacher
Findlay	Jessica	Grade 6 Math Teacher
Ford	Lisa	Grade 6 Social Studies Teacher
Hayes	Kathleen	Grade 6 Literature Teacher
Mattscheck	Cathy	Grade 6 Composition Teacher
SEVENTH GRADE TEAM		
Bolio	Paul	Grade 7 Math Teacher (Pre-Algebra Concepts)
Drew	Lauren	Grade 7 History Teacher
Howard	Cory	Grade 7 Tech/Engineering Teacher
Rusack	Sharon	Grade 7 ELA Teacher
Usher	Rachel	Grade 7 Science Teacher
White	Elizabeth	Grade 7 Math Teacher (Pre-Algebra Applications)
EIGHTH GRADE TEAM		
Farese	Lisa	Grade 8 ELA Teacher
Graveson	Kelly	Grade 8 Science Teacher
Harkins	Stephanie	Grade 8 Math Teacher
Miller	Megan	Grade 8 World History Teacher
Reber	Ellen	Grade 8 Spanish Teacher
RELATED ARTS SPECIALIST TEAM		
Myers	Lesley	.6 Art Teacher
Nichols	Susan	.6 Library Teacher (.4 High School)
Pierce	Larry	.8 Physical Education Teacher (.2 Primary School)
Ternullo	Derek	Vocal Music
Elliott	Gery	Instrumental Music Teacher
SPECIAL EDUCATION - INCLUSION		
Creedon	Maria	Gr. 7/8 Special Education Inclusion Teacher
McLaughlin	Cheryl	Gr. 6/7 Special Education Inclusion Teacher
SPECIAL EDUCATION INCLUSION PARAPROFESSIONALS		
Ballou	Nancy	Gr. 6 Inclusion Paraprofessional
Chupka	Susan	Gr. 6 Inclusion Paraprofessional
Helstrom	Heidi	Gr. 6 Inclusion 1:1 Paraprofessional
Peloquin	Johna	Gr. 7 Inclusion Paraprofessional

White	Jeffrey	Gr. 7 Inclusion Paraprofessional
Ebbrecht	Elizabeth	Gr. 8 Inclusion Paraprofessional
Miller	Diane	Gr. 8 Inclusion Paraprofessional
SPECIAL EDUCATION – FLEX CENTER		
McGee	Jennifer	Special Education Teacher – Flex Center
McGrath	Errion	Special Education Teacher – Flex Center
SPECIAL EDUCATION – FLEX CENTER PARAPROFESSIONALS		
Kasper	Brenda	Flex Center 1:2 Paraprofessional
Loshusan	Marina	Flex Center 1:1 Paraprofessional
Lutton	Jennifer	Flex Center Paraprofessional
Menchin	Jaye	Flex Center 1:1 Paraprofessional
Vinson	Julie	Flex Center 1:1 Paraprofessional
TECHNOLOGY SUPPORT		
Pandolfo	Jeremy	Network Technician
RELATED SERVICE PROVIDERS		
O'Brien	Kristen	Adjustment Counselor
Smith	Erica	Psychologist (District-wide)
OT/PT/SPEECH		
Benoit	Amy	Physical Therapist
Smoot	Catie	Speech
Valipour	Pamela	Occupational Therapist
NURSE		
Campbell	Kathleen	School Nurse Leader
FOOD SERVICE		
Leon	Lisa	Food Service Director
LaPierre	Maggie	Manager
Hennessey	Christie	Cafeteria Staff
Turner	Nancy	Cafeteria Staff
CUSTODIANS		
Frabotta	Richard	Custodian
Picotte	Steven	Custodian
Chartier	Chris	Custodian
CENTRAL OFFICE		
Spitulnik	Nancy	Interim Superintendent
Jackman	Jane	Administrative Assistant
BUSINESS OFFICE		
Keegan	Cortney	Business Manager
Cardone	Regina	Business Office
Stand	Ellen	Business Office

General School Information



School Hours

Students may enter the building at 7:20 a.m. Tardy bell rings at 7:28. Dismissal at 2 p.m.

Bus Drop-Off & Pick-Up

In order to reduce traffic congestion, we strongly urge students to take advantage of available bus transportation, and ride the bus whenever possible. Buses will drop off and pick up at the lower entrances.

Parent Drop-Off & Pick-Up

Parents are to drop off and pick up students at the curb, heading down Davis Street. Students may enter through either the main front entrance or the lower doors.

Cars are NOT to enter the parking lot or circle where the buses load and unload students. Parents are reminded not to park in reserved spaces or in such a manner as to block egress from these spaces.

Walkers

Walkers may enter and exit the building through either the main front entrance or through the lower doors. Students will not be permitted to exit through the auditorium doors.

Dismissals

Parents should make every effort to avoid dismissals during the school day. A parent, guardian, or designated adult must come into the office to dismiss the student in person.

If a student is to participate in an after-school function, sport, sports practices, and/or school sanctioned or school sponsored activity, he/she **should not be dismissed from school.** A student who is **tardy must be in school by 10:45 A.M. in order to participate in the above activities.** Any deviation from this policy should be discussed with the Principal or Dean of Students.

Leaving Grounds

No pupil shall be allowed to leave the school grounds during school hours without permission of the Principal or Dean of Students. No pupil shall be released into the custody of any person not known or identified by the administration/teacher as a parent or representative of the family.

School Cancellation/Delay

Please do not contact the police or fire stations to find out about delays and cancellations. If you are enrolled in the Douglas Public School District's *OneCall* System, you will be automatically contacted by telephone in the event of a delay or cancellation. **(Please use the Douglas School District's website www.douglas.k12.ma.us/forms.cfm to sign up for OneCall).** Information about delays/cancellations can also be found on the following radio or television stations:

WBZ TV Channel 4

WXLO (FM104.5)

WTAG (AM 580)

WBZ (AM 1030)

WSRS (FM 96.1)

WCVB Channel 5

(In addition, stations list closings/delays on their websites.)

Tardiness

Whenever a student arrives late to school he/she **must report to the Main Office**. Students who arrive at school after 8:00 a.m. will be marked "tardy". We encourage all students to be punctual as arriving late to school disrupts the learning process.

After the fifth tardy, a notification letter will be sent to parents/guardians and the administration. After the sixth tardy, a student in grade 6 or 7 will be assigned an office detention, and a student in grade 4 or 5 will be assigned a lunch or recess detention.

Attendance Policy

Absences

Whenever a student is absent from school, we **request that a parent call the school before 8:00 a.m.** at (508)476-3332. The office will call the homes of students who are absent and whose parents have not called the school.

Daily attendance in school is mandatory. Every effort should be made to keep absenteeism to a minimum. High absenteeism impacts learning. Douglas Intermediate Elementary School abides by Chapter 76, Sections 1 and 2 of the State Laws, which allows no more than seven (7) absences in any period of six months.

When a child returns to school after an absence, he/she **must bring a note** on the first day back signed by the parent or guardian explaining the absence. The note should specify the date(s) of absence and the specific reason for the absence.

In the case of absence due to contagious disease (chicken pox, conjunctivitis, head lice, etc), the student should **report to the school nurse before entering the classroom**.

Vacations

Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. The school does not condone or encourage vacations during school time. **Vacations taken during school time will be counted as unexcused absences.** Parents should notify the school in writing prior to any vacation. The student is responsible for any make-up work. All make-up work will be assigned upon the student's return and must be completed in the allotted amount of time similar to any other absences. Most of the assignments given to students are an extension of classroom instruction; therefore the classroom teacher will not send work with a student during these vacations.

Excused Absences

- **Absences due to death in the family** (parents, sister, brother, grandparent, aunt, uncle, niece, nephew, cousin)
- **Doctor/dentist appointment** - provided the doctor concerned writes a note indicating when the student's appointment actually occurred. The doctor's note indicating the day(s) in question will be given to the Principal's Office upon the student's return to school.
- **Excused absence** for the observance of religious holidays.

Perfect Attendance

Perfect attendance awards are given to students at the end of each school year who have achieved the distinction of perfect attendance. In order to each perfect attendance, a student must have no absences, no tardies, and no early dismissals during the course of the year.

After School Functions

Students **will not be allowed to participate in or be in attendance at an extracurricular event** on the same day they are absent from school **unless** the absence has been excused in advance by the Principal or the Dean of Students. This **applies particularly to dances and athletic events.**

If a student is to participate in an after school function, sport, sports practices, and/or any school sanctioned or school sponsored activity he/she **should not be dismissed prior to the end of the lunch period.** A **student who is tardy must be in school by 10:45 A.M. in order to participate** in the above activities. Any deviation from this policy should be discussed with the Principal or the Dean of Students.

Students are eligible to attend weekend/vacation school events if they are absent on the Friday prior to the weekend, if **contact is made to the school administration on the last school day prior to the weekend/vacation.**

Visitors and Volunteers

In order to **protect the safety and security of our students and staff**, all school **buildings** are locked **during school hours.** All visitors and volunteers are required to enter through the main front entrance, and report to the office. Visitors must ring the front doorbell and will be admitted into the building by the office staff. Visits should sign in at the office and wear a visitor's badge.

Special visits to your child's classroom must be coordinated with the teacher and office staff in advance.

In order to comply with Massachusetts state law, **all volunteers must sign and file a C.O.R.I. form** (criminal background check) **with the school department.** It can take several weeks to process C.O.R.I. forms, and volunteers may not begin their work until the C.O.R.I. check is complete. These forms must be updated yearly.

Daily Announcements

Announcements are made each morning and afternoon providing important information for students and staff. The Pledge of Allegiance is recited each morning before announcements.

Phone Messages

In an **effort to avoid disruptions to classrooms and the educational process**, messages will not be delivered to students while in class. Only in case of an extreme emergency will a student be called out of class to receive a message. Messages about changes in afternoon arrangements etc. will be delivered to students when appropriate. It is preferred, however, that changes in arrangements are made before students arrive to school and that students are aware of such changes. Parents are asked to cooperate in this matter.

Lost and Found

Articles found are to be turned in at the main office. Students should check with the main office for lost articles and claim the same by proper identification. Items like sweatshirts and lunchboxes will be kept on a table in the cafeteria.

Media Coverage/Publication Release

Many school events and student accomplishments are publicized through both print and electronic media, including local newspapers, local cable television, and the school's website. With the implementation of technology in education, **many aspects of our school life** will provide us with the **opportunity to publish photographs and/or names of students**. We have many printed, video and/or computerized publications which showcase all aspects of school life that are made available to the public.

If you have an objection to having your child's name publicized or your child photographed or videotaped, please contact the Principal during the first week of school with the child's name, grade, and homeroom.

Unless the school receives notice from a parent, it is assumed that parents have given consent for their children's names and images to be publicized through the means listed above.

Student Records

Parents have a right to see their child's school records. Parents should call the principal to arrange a visit to the school to review the student's cumulative folder. The complete record will be made available to the parents.

If students are transferring to another school district, the school, following the parent's authorization of a release of records, will forward official records. Official copies may not be made immediately; thus, sufficient notice is requested to ensure a smooth transfer of student records. Douglas Intermediate Elementary School does not release student information to outside organizations.

School Pictures

Student photos are taken annually in the fall of each year. Prior notice of the specific day and costs are sent home with each student. One make-up day for absentees is also scheduled. If families choose to purchase photographs, students must pay the photographer at the time their photo is taken.

School Lunch

Lunch costs \$2.30 and breakfast costs \$1.25. Milk may be purchased for \$.50.

Parents are encouraged to monitor their child's account on-line, via myschoolbucks.com. Parent may access this site by going to the District website (www.douglas.k12.ma.us) and then to "Food Service." This company services online payments. In order to utilize this convenient option, parents must first register their child. Then, payments can be made using a credit card, debit card, or checking account. Other features are also offered, such as signing up for "low balance" alerts, or scheduling automatic payments. Parents are also able to review their child's purchase history, utilizing this site.

Fire Drills

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the fire alarm is sounded, everyone leaves the building as quickly as possible by the prescribed route. Corridor exits are clearly marked. Students and teachers are to remain at their designated areas outside until the signal is given to reenter the school by the Principal or Dean of Students. Fire drill rules are as follows:

- No talking while exiting the building.
- Exit the building in single file.
- Line up by class in a straight line at the teacher's direction.
- No talking in line while attendance is being taken.
- Continue being quiet while waiting for instructions that it is safe to go back inside.

Lockdown Drills

Lockdown drills are held periodically during the school year. Students, faculty, and staff are asked to follow all protocols for these drills as directed.

False alarms may result in criminal prosecution.





The Parent/School Partnership



Equals



Student Success!

The School/Parent Partnership

The Importance of a Strong Parent/School Partnership

Educating students in today's world is more complex and demanding than educating children earlier this century. Technology, advancements in the knowledge of how children learn, critical health issues, and other societal demands have placed a growing responsibility on today's public schools. **Douglas Middle School strives to develop every child's fullest potential by providing a solid core curriculum and enrichment activities that allow each student to develop his/her unique interests and skills.** Our school is most effective when we build strong relationships with parents and families.

Thus, we will make every effort to keep parents informed throughout the school year. Regular communications in the form of classroom newsletters, weekly e-mail updates to parents, reports to the School Committee - which are broadcast on local cable, parent conferences, open house night, and other special events, are scheduled on a regular basis. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags and backpacks on a regular basis.

Please check our website: www.douglasps.net frequently for important updates.

Communication

Open and strong communication among all education stakeholders is a top priority at Douglas Intermediate Elementary School! We will make every attempt to answer your questions and address any concerns you may have regarding your child and his/her school experience.

Open House Night

An **annual Open House Night is held each September**, when parents/guardians are welcomed to the Intermediate School to meet their child's teachers, tour their classrooms, and enjoy special displays of student work! Open House differs from individual conferences in that it enables parents to meet their child's teacher, view materials to be used during the year, tour the classroom and school, and become acquainted with the structure of your child's school day.

This night provides an excellent opportunity to strengthen the connection between home and school, and to foster strong communication and teamwork among students, teachers, and parents. The Open House is held in the evening of an early release day. More information regarding details of the evening's schedule for each grade level will be provided, prior to the event.

Teachers conduct a "mock schedule" experience for parents, in which parents proceed in 10-minute intervals through the various classrooms, thus providing parents the opportunity to meet each of their child's teachers. Following the "mock schedule" tours, the grade 6 teachers hold an informational meeting for parents at the end of the evening.

Related Arts Specialist teachers are stationed at the end of the main floor hallway near the library, where they can greet parents and share the exciting projects they do with students. Our **Special Education teachers**, along with our **Guidance** and **Nursing** staff, are also available in their classrooms and offices to meet with parents.

While children are always welcome at the Douglas Middle School, it is suggested that parents of middle school students who would like to participate in the “mock schedule” experience enjoy the evening as **parents only**, simply because classroom space and seating are limited. Parents who are unable to attend the “mock schedule” portion of the evening are welcome you to attend the informational sessions held either prior to or following the “mock schedule” experience. We appreciate the cooperation of parents to assist us in ensuring that all children are adequately supervised so that they can be safe and enjoy the evening. We encourage all parents/guardians to come and enjoy this special evening when we celebrate the start of a new school year!

Parent/Teacher Conferences

Parent-Teacher Conferences are designed to provide a forum for discussing your child's academic progress. Conferences are scheduled in advance by each grade-level teacher and/or team. Conferences for all students are held in November of each year. (Please see 2014-15 school calendar.)

- Teachers will contact parents to schedule a conference time.
- **Please note:** Although every effort will be made to schedule a conference at a convenient time, conference times are filled on a first-come, first-served basis, and we appreciate parents' flexibility as we do our best to schedule a large number of conferences on the designated days.
- In addition to the days designated for Parent/Teacher Conferences in the school calendar, parents and teachers may request a meeting at other times if the need arises.
- When the parent sees a need to meet with the school staff, he/she **should contact the classroom teacher and/or the counselor** to schedule a conference. Prior to the meeting, it is important to note key issues that you would like to address. These might include:
 - your child's academic performance and progress
 - personal socio-emotional development
 - discussion about a specific curriculum area/skill development
 - test results

We appreciate parents' understanding regarding the operational schedule of an intermediate elementary school, as well as their willingness to collaborate with the teachers in determining a mutually convenient time to meet.

Communicating with the Teachers

Communication with your child's teacher is always welcomed and encouraged. If you need to reach the teacher with any questions/concerns, you may send a message to them via e-mail, or leave a telephone message and ask for the teacher to return your call. **Calls received during the school day will be forwarded directly to voice mail** in order to avoid interrupting classroom instruction. For younger students, you may also send in a note in your child's backpack, and/or write a note in your child's agenda book. Your child's teacher will provide additional guidelines regarding the method(s) of communication that work best.

Communicating with the Principal and Dean of Students

The Principal and Dean of Students at Douglas Middle School welcome your input at any time, and encourage an open line of communication. Please feel free to address any questions/concerns at any time with them by contacting them via phone or by e-mail. If you would like to meet with either the Principal or the Dean of Students, they would be happy to set up an appointment at a mutually convenient time.

Weekly E-Mail Updates

The Principal sends out weekly updates regarding the latest school news every weekend. If you would like to sign up for these updates, please sign up via our District website.

District Website/Teacher-Team Websites

Many teachers maintain individual and/or grade-level team websites, accessible from our District website: www.douglasps.net. We encourage you to keep up with this valuable resource in order to receive updates regarding homework/project assignments, due dates, and other relevant information regarding curriculum initiatives and special events.

When Parents Have a Concern

We welcome the opportunity to assist you and your child to have a successful school year.
Contacting the right person to discuss your concerns can solve most problems.

Generally, the **best place to resolve an issue is with the source** - the adult in charge with whom you have the concern. If you have a concern about your child in the classroom, the place to start is with the classroom teacher. **Please contact the teacher to discuss your concerns**, and if you would like to meet with the teacher in person, please schedule an appointment in advance. Every effort will be made to respond to your concern within 48 hours.

When parents skip over the classroom teacher and bring their concerns directly to the administration, **the opportunity to develop open communication and trust between the teacher and the parent may be jeopardized**. Thus, it is in everyone's best interest to follow the "chain of command" and make every attempt to resolve the issue with the teacher directly. In the event that you are not satisfied with the solution or are unable to resolve an issue, the next step would be to contact the building principal. In the **rare event that your problem is not addressed** sufficiently at the building level, you should then contact the Superintendent's Office.

Parent Organizations

PTO

Douglas Middle School has an active parent organization, the PTO, which meets monthly, and conducts fund-raising activities to pay for educational and social activities for our students. Getting involved in the PTO is an excellent way to be of service to your school, and ultimately, to benefit to your child. Information regarding the PTO is sent home at the beginning of every school year.

Douglas Parents' Advisory Council (DPAC)

The DPAC is open to all parents and focuses on Special Education. Members of the DPAC support collective efforts to improve education for children who have disabilities, and to ensure better educational outcomes for them. Information about the DPAC is sent home at the beginning of every school year.

School Council

The School Council also is made up of parents, community members, and teachers, and provides assistance to the principal in adopting educational goals for the school; identifying educational needs of students attending the school; reviewing the annual school building budget; and formulating the school improvement plan.

Visiting the School

We are happy to have parents visit our schools, after arranging a time and a stated purpose with the classroom teacher. **We request that each visit to a classroom teacher be scheduled in advance with that teacher.** When visiting the school during the school day, visitors must register at the main office and wear a visitor's badge that will be issued at that time.

Volunteering

School volunteers are always in demand and perform a variety of functions, such as:

- assisting classroom teachers
- supervising the school Book Fair, and
- presenting special topics and projects to the students.

Your support and expertise is welcomed! The key to a successful experience is dependability. **All volunteers must complete a CORI check each year through the Superintendent's Office** prior to volunteering. The CORI form is available in the main office, and is also posted on our District website. If you are interested in volunteering in our schools, please contact the Principal (or a specific classroom teacher if there is one with whom you would like to work) and explain what you would like to do and what your schedule would allow.

Guidelines for Parent Volunteers

Thank you for volunteering to work in your child's classroom! We welcome and appreciate parent volunteers, and depend upon you to help make Douglas Intermediate Elementary School a special, supportive place to learn and grow. We are grateful for any time you are able to spend at our school. In order to provide the best possible atmosphere for our students, the following volunteer guidelines have been established:

1. **C.O.R.I. Background Checks.** All volunteers are required to comply with the Districts' request for a Criminal Offenses Record Information (C.O.R.I.) background check. The C.O.R.I. form is available in the main office, and also posted on the District website at www.douglas.k12.ma.us.
2. **Safety First.** Parent volunteers should enter through the main front entrance. Before coming to the classrooms, all volunteers must sign in at the office and wear a visitor's badge while in the building. This is for the safety of our children and our staff. To assure the safety of all, parents should not be alone with any student behind a closed door out

of direct observation of another adult. At the conclusion of the visit, parent volunteers are to sign out at the main office prior to leaving.

3. **Respect Confidentiality.** The classroom environment at Douglas Middle School is a safe and happy one. We respect each child's individual rate and style of learning. We are highly professional and respectful of the privacy of our children and their families, and we do not talk about individual students outside of the classroom. Everything observed or heard while working in the classroom must be treated as confidential; therefore, please respect the confidentiality of information you may learn while in the school. Because it is of utmost importance to protect the privacy and confidentiality of our students, we ask that all volunteers acknowledge that what happens in the classroom is confidential, and should not be discussed outside of school.
4. **Keeping Commitments.** It is important that you set a scheduled time with the teacher to assist in the classroom and that you follow through in a consistent manner. Your commitment is valued; the teacher will be planning for you to be there. Please be on time and provide adequate notice if you cannot keep your scheduled time. Whenever possible, please call the day before (or at least send a note the morning of your commitment) if you are not going to be able to be in the classroom at the scheduled time. The teacher is depending on you and needs adequate time to adjust the class plans.
5. **Your Primary Responsibility: Helping the Teacher and the Class.** Parent volunteers work under the direction of the classroom teacher who defines the volunteer's duties and expectations. Your primary responsibility in the classroom is helping and supporting the class as a whole, and providing assistance to all students identified by the teacher. Please try to keep your role as volunteer and parent separate in the classroom. If your child has a problem, let your child work out the problem with others and the teacher through established classroom routines and procedures. Please do not try to solve problems for your own child while in class; that takes independence away from your child. We are striving to help our students become more independent and self-sufficient.
6. **Be a Good Role Model.** At Douglas Middle School, children and adults treat each other with mutual respect at all times. Be a good role model, and demonstrate desired behavior. Encourage students to do quality work, and give their best effort.
7. **Questions and Issues.** Volunteers work under the direction of school staff, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities. Each teacher's job is to make decisions in the best interest of the whole class. If you have questions or concerns, please bring them to the teacher's attention privately at an appropriate time and consult with the teacher for guidance. Discussing issues in the middle of class, or with other staff members or parents is not appropriate at any time. Clear, open, and direct communication is vital to our success.
8. **Support the Classroom Teacher in Maximizing Instructional Time.** When you are volunteering in a classroom where several parent volunteers are present, please keep adult conversations to a minimum. This will assist students in staying focused on the classroom lesson or activity. Also, to avoid any unnecessary classroom interruptions, if you carry a cell phone, please turn off the ring tone and hold any phone conversations outside of the classroom.
9. **Younger Siblings.** Younger siblings should be left in the care of others while you are working at school.

10. **Thank You!** As a volunteer, you have the capacity to impact the success of many students. Your willingness to contribute and work in educational partnership with us is greatly appreciated!

-----Please detach, sign and return to your child's teacher.-----

GUIDELINES FOR PARENT VOLUNTEERS

I have read and agree to abide by the Douglas Middle School "Guidelines for Parent Volunteers."

Parent Signature _____ Date _____

Information Regarding Curriculum, Instruction, and Assessment



Curriculum and Instructional Information

General Curriculum Information

The Douglas Middle School curriculum is comprised of a set of standards and content specific to each grade level and to each subject area: language arts, math, science & technology/engineering, social studies, Spanish (gr. 8), library, music, art, and physical education. The curriculum is aligned with the Massachusetts Curriculum Frameworks. Specific information about **grade level curriculum is distributed during the fall Open House Night, and is also posted on the District website at www.douglas.k12.ma.us**. Grade-level curriculum brochures, containing grade-level specific curriculum information, are available for each grade.

Instructional Schedule

Douglas Middle School students follow an **instructional schedule** that **operates on a four-day cycle**. This allows for maximization of the various specialists. All students have one Related Arts class (Art, Music, P.E., and Library) daily.

Grouping Practices

The staff and administration of Douglas Middle School believe that the **purpose of grouping** is to **create learning environments that best meet the needs of students**. As a result, **we support flexible grouping practices**. In order to deal effectively with mixed ability groups and students with special needs, teachers use a variety of instructional strategies. These may include pre-test and post-test evaluations, small group/large group instruction, learning centers, cooperative learning, peer tutoring, independent study, and the use of technology.

In grades 6-7, students are members of heterogeneously grouped classes that include students of all ability levels. In grade 8, students are grouped according to Honors and College Prep levels.

We have a full **inclusion model, in which each grade level is serviced by a special education teacher, and paraprofessionals** who provide services to students both within the classroom, and in a pullout setting. One-to-one paraprofessional support is also provided to students whose Individualized Education Program requires it.



Honor Roll

In accordance with School Committee policy, students in grades 6-8 must earn grades of 80 or higher in all major subjects in order to be named to the honor roll. Once that basic requirement is met, honor levels will be designated as follows:

- Honors: Overall average of 85-88 (no course below an 80)
- High Honors: Overall average of 89-92 (no course below an 80)
- Highest Honors: Overall average of 93 or higher (no course below an 80)

Homework

Purpose of Homework:

The faculty and administration of Douglas Middle School believe that **homework is an important extension of the learning that takes place in the classroom**. Students need time to process what they have learned during the school day and to reflect upon this learning later on at home. We also believe it is beneficial for the students to accept responsibility for completing assignments on time.

The **purposes of homework** at Douglas Intermediate Elementary School are to:

- **practice, apply, and strengthen concepts** introduced in the classroom
- **review** previously mastered skills
- **participate** in research activities, **using traditional and technological tools**
- develop independent study habits
- **gain confidence** in preparing for classroom participation and tests
- **complete long-term** and **short-term** projects
- **extend and enrich** the curriculum



Homework should be related to the subject-area, grade-level curriculum, and foster lifelong learning. Although we recognize the importance of completing homework, we also recognize that there are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, co-curricular activities, and other personal interests are all important in the growth and development of children.

Therefore, the faculty at Douglas Middle School makes every effort to balance homework demands with the realities of family life in the 21st century.

Homework Guidelines:

Homework guidelines are distributed by each teacher at the beginning of the year. Homework may be given every night of the week, Monday through Friday. Students are responsible for keeping a homework agenda book into which they write the assignments for each night. Ample time will be allowed at the end of each class to assure the night's homework is written down and explained. Some nights your child may have homework in every subject and other nights he/she may not have any homework at all. **Every effort is made to assign the due dates for long-term projects at least two weeks before the projects are due, and to refrain from having projects due on Mondays.** Students should plan ahead in order to spread work on projects out over a period of time, rather than trying to get a project all done in a short amount of time.

Homework will generally be posted on the school's website (www.douglas.k12.ma.us). Parents can be a great support to students in ensuring that homework is completed conscientiously, and in a timely manner. Here are several important guidelines regarding homework to keep in mind:

- Due dates for tests, quizzes, and special projects should be considered when planning homework time.
- It is expected that assignments will be turned in on the day they are due. Late assignments may be accepted at the discretion of the classroom teacher, but students may lose at least partial credit for turning in work past the due date.
- Homework assignments will be included in the student's grade. If there are any questions or concerns, please feel free to contact your child's teacher.

Reading assignments are incorporated into the average time allotments for each grade level. Voluntary reading beyond the school day is crucial to academic success; thus, it is strongly encouraged and is an expectation at all grade levels.

Homework guidelines for some students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile.

Approximate Daily Time Allocations per Grade Level for Homework:

Homework assignments are based on the skills and concepts that students need to **review, practice, and apply.**

During the elementary and middle school years, students learn to value the importance of homework. The support and guidance that parents show can greatly:

- influence the students' attitude toward homework
- help them learn to meet deadlines, and
- do high-quality work.

Teachers determine the content and quantity of homework assignments, using the guidelines below. These guidelines provide the **approximate time range** that children at each grade level should devote to completing homework each night. Of course, these times **will vary for each student**, and are meant to serve as general guidelines only. Parents are encouraged to speak with their children's teachers if homework time routinely exceeds these guidelines.

Grades 6-8 – 60-70 minutes daily uninterrupted time, Monday – Friday. This time would include doing assignments, finishing projects, and preparing for quizzes and tests.

Students should expect to **spend additional time** completing long-range projects/assignments and studying for major tests. Students should plan ahead and budget time carefully in order to complete long-range projects over a period of time.

Approximate Daily Time Allocations per Grade Level for Independent Reading Outside of School

The guidelines below reflect the requirements at each grade level regarding the **additional uninterrupted time** a child is expected to spend per day reading independently, outside of school. These times for reading are **in addition** to the homework times listed above. Students will be expected to **complete a reading log, and turn it in to their teacher**, indicating the amount of time they have spent reading daily.

Grades 6-8 - 30 minutes daily, Monday-Friday.

Homework and Absences

When **students are absent**, they are **responsible for determining what assignments they have missed, and to make arrangements to complete this work**. Students will have **the number of days absent plus one** to complete work missed due to absence. Teachers will make every effort to assist students with this task.

If your child is absent and you wish to pick up class and homework assignments, **please call the office and place this request prior to 10 a.m. on the third day of the absence**. You may also check the "Teacher Web Pages" section on the school web page, as assignments are posted consistently.

Homework Missed Due to Vacation

Classroom learning is an ongoing process and every effort should be made to schedule family vacations to coincide with the school calendar. The school does not condone or encourage vacations during school time. Vacations taken during school time will be counted as unexcused absences. Parents should **notify the school in writing prior to any vacation**. The student is responsible for any make-up work. **All make-up work** is to be done upon the student's return and must be completed in the **allotted amount of time similar to any other absences**. Most of the assignments given to students are an extension of classroom instruction; therefore the classroom teacher will not send work with a student during these vacations.

Students' Roles and Responsibilities

- **Get the assignment** and **ask for help** if the assignment is not clear.
- **Copy all assignments into a planner** (grades 3-7), carefully recording due dates.
- Remember to **take home all necessary resources needed** to complete homework at the end of the school day, such as textbooks, instructional packets, notes, study guides, and grading rubrics.
- **Set aside a time each day** to do homework.
- **Check work** and, if possible, explain it to an adult.
- **Maintain the highest quality work** on homework assignments.
- **Bring completed homework back to school** when it is due.
- **Be responsible** for getting assignments **when absent** from school.
- **Be responsible** for taking care of, and returning, any **borrowed resource materials**.



Student Work Habits


The work habits that students develop in their formative years are the most important predictor of student success, not grades. Here are some of the work habits that we expect from our students. Doing well in school is your child's job as he/she is developing the skills in school that are necessary to be an effective and productive worker in the real world.

How well does your child measure up in terms of developing good work habits?


Students with good work habits will:

- Arrive on time for school
- See learning as their job and take it seriously
- Come prepared to class with a pencil and necessary class materials
- Listen actively when the teacher is giving directions
- Follow all directions the first time they are given
- Participate actively in both classroom discussions and projects
- Finish work in a timely manner
- Do their very best work, rather than be satisfied with sub-par work!
- Ask questions when they don't understand something
- Use a planner or keep a calendar of important project dates
- Develop good organizational skills
- Apply what they already know
- Think critically instead of waiting for the teacher or a classmate to give them the answer
- Do their assigned homework each night
- Read actively each day
- Take an active interest in what they are learning
- Do their own work rather than copying the work of others
- Try their best, and persevere despite difficulties

Parents' Role and Responsibilities

- **Promote a positive attitude** toward homework as part of the learning process.
 - **Understand and reinforce expectations** for the quality of student work.
 - **Provide structure** - a place to complete the homework, and tools needed to help the child organize him/herself to do the homework.
 - **Be available** to provide supervision and support, but do not do the assignment or project for your child.
 - **Be aware** of the amount of assistance appropriate for homework assignments.
 - **Communicate often** with the student and his/her teacher, giving feedback to the teacher when there is a homework concern.
- 

Teachers' Role and Responsibilities

- **Identify the purpose** of homework assignments for parents and students.
 - **Communicate to parents/guardians** the teacher's homework guidelines/expectations at the start of the year.
 - **Establish objectives and guidelines** for special projects, including any expectations for parent participation.
 - **Follow the guidelines** for the amount of time designated for homework, including special projects.
 - **Communicate expectations** to students.
 - **Post all assignments** and **provide time** for students to record them.
 - **Model and provide homework strategies** as appropriate throughout the school year.
 - **Review homework** and return it in a timely manner.
 - **Establish a system** for recording and reporting homework.
 - **Ensure that the student easily obtains resources and materials** required for homework projects.
 - **Provide ways for parents to communicate** with teachers about homework.
 - **Notify parents** regarding homework problems and missing assignments.
 - **Assign long term projects** so that the completion time includes more than one weekend, and is not limited to a school vacation period.
 - **Discuss homework practice** with colleagues and share guidelines for the type of homework expected at each grade level.
- 

Administrators' Role and Responsibilities

- Ensure that homework is **consistent with the educational goals** of Douglas Intermediate Elementary School.
- **Facilitate communication** between classroom and specialist teachers concerning homework.
- **Monitor and support** the teachers in the implementation of the homework guidelines.
- **Encourage teachers** to use homework as a tool to reinforce learning.
- **Be aware** of the assignment of major projects and their impact on the student's overall educational program.
- **Facilitate the communication process** between the school and home, and help maintain the parent/school partnership on homework.

Extra Help

Teachers provide extra help after school, and will provide students with more information as to days/times when extra help will be available at the beginning of the year. We encourage students to take advantage of the "Homework Club" sessions after school, offered by the 6th and 7th Grade Teams. Please arrange time for extra help in advance with your child's teachers. Teachers may also request that a student stay after for extra help. Parents are responsible for providing after-school transportation.

Paraprofessionals and Substitute Teachers

Paraprofessionals work closely with the classroom teachers and with your children. They provide helpful, individualized and small-group support, allowing the teachers to differentiate instruction in order to assist each child in reaching his or her greatest potential.

Some of our paraprofessionals are certified teachers, or are working toward a degree in an educational field. Others are interested parents who enjoy working with children within a school setting.

Substitute teachers work to ensure that appropriate classroom instruction continues when the classroom teacher is absent. The school maintains a list of available substitutes. While some substitutes work every day, others are available on a limited basis. **If you are interested** in working as a substitute teacher, please contact the Principal's office and complete an application.

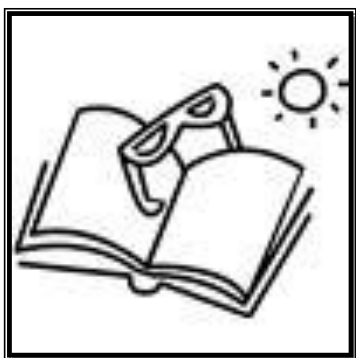
Books and Equipment

The equipment students use while in school is the property of the Town of Douglas. Each student is responsible for all books issued to him/her. All books issued to students must be covered. If an item issued is misplaced, stolen or damaged, the students is required to pay for the time on a pro-rated reimbursement, based upon the age of the book or piece of equipment.

Summer Reading Program

Douglas Middle School has a required summer reading program for all students in grades 6 through 8. Each spring, parents will receive information regarding this program, prior to the end of the school year.

Each fall teachers and students will review the previous summer's readings. Parents are requested to make sure that their children complete all of the assignments. Building strong reading habits goes far in helping to ensure academic success.



Related Arts Information

Library/Media Center

The Library/Media Center is open during the school day for class activities. It is open after school by arrangement with the library/media specialist for students to work on assignments and projects. A major goal of the Library class is to ensure that students are effective 21st Century users of ideas and information.

To ensure that students will become life-long learners in an increasingly diverse, global society, the Intermediate Elementary School Librarian will:

1. Teach classes daily as a member of the Related Arts Team.
2. Teach classes, including: Book Talks/Reading aloud; Note-taking/Research skills; 21st century skills; Visual Literacy skills; and Using Web 2.0 tools.
3. Work closely with teachers to support current curriculum units.
4. Stay current regarding curriculum developments and Web 2.0 tools that support student learning.
5. Work with grade-level teams to keep the library collection current and useful in supporting subject material being taught.
6. Order books, periodicals, and software for the library.
7. Oversee and maintain all aspects associated with running the Library including circulation and collection development, as well as training for library volunteers.
8. Assume a leadership role on various school-wide and district committees.

Library Circulation Policies

Checkout:

1. The Student ID issued at the beginning of the school year serves as a library card.
2. Students are responsible for all charges incurred on their cards (fines, damages, lost items).

Circulation:

1. Only two items may be checked out at one time.
(a) If there are special projects, the number restriction may be waived.
2. Check out is not permitted without a card or if there are overdue books on the card.
3. Books circulate for two weeks.
4. Reference materials are for in-library use only.
5. Renewals are allowed if no one is waiting for the books.
6. If books are lost or damaged, the replacement cost will be charged.
7. Although fines are not charged, in fairness to all, books are to be returned on time.
8. If you do not see what you need on the library shelves, please ask.

Interlibrary Loan:

1. Faculty/Staff/Students may borrow books from other libraries if we do not own what is needed.
2. The library staff will assist in the online search and fax the request for the material.
3. Faculty may request deposit collections of materials (e.g. science fair materials, children's literature) for special projects.
(a) A two-week notice is needed for each request.

Rules & Regulations:

1. Students must have a pass to use the library during school hours.
2. Students with lost or overdue materials may use material in the library but will not be permitted to check-out additional items until those items are paid for or returned.
3. Students who are disturbing the work of others will be asked to leave.
5. **No gum, food, or drink is permitted in the library.**
6. Students caught removing material from the library without checking them out may have library privileges revoked.
7. Students are not to use the library as a "short cut" to classes or lockers.

Reserve Materials

Learning resources, both print and non-print, will be placed on reserve by teachers. These materials will have direct application to specific classroom assignments. They must remain in the resource center.

Reference Material: Encyclopedias and other reference materials must remain in the resource center. It is the responsibility of the student to return an item to its proper place after use.

Fiction and Non-Fiction: Students may have the flexibility to go to the stacks and locate materials for checkout use during the period. Checkouts may be done at any time during the period. Checkouts may be done at the front desk. Students are encouraged to take care of this before the end of the period to avoid congestion at the front desk. All books must be signed out. All books should be returned on or before the date due so that other students may use them.

Technology-Related Information

- Students in grades 6-8 will have access to iPads during the 2014-15 school year. Further information regarding guidelines for the use and care of these devices will be shared with students and parents.
- Students in grades 6-8 will be issued a user name and password to log on to the computer system.
- It is important that students write down this log-in information, and that they keep it in a safe place, and that they not share it with anyone.

- Students can save their work into their own Personal (P) drive, which is updated and backed up daily.
- All students in grades 6-8 will be issued a Google Docs account user name and password for their own personal use.
- **Please note:** This Google Docs account is an account set up and hosted on the school server. It is not a Google Docs account set up on the Internet.
- **Printing Restrictions** – In an effort to conserve paper and cut back on unnecessary printing, all student accounts in gr. 6-8 have been limited to a \$5.00 printing budget. As students print, their accounts are monitored, and will indicate the printing request is for color or black and white copies. The cost of the copies will be deducted from the students' accounts every time they print.

The cost per page is:

- **B/W @ .05 per page**
- **Color Printer @ .10 per page**

When the amount is depleted, students are then restricted from printing anywhere in the building. If they need to print, they must ask the computer support technician, or the school librarian for permission.

It is important to note that *very few students* abuse the printing privilege. However, these guidelines have proven to be an effective way to help students and staff curb unnecessary printing that is costly, and that depletes our paper supply.

Physical Education Guidelines

All students expected to bring sneakers to physical education class. Failure to wear sneakers will result in a zero for that class. If a student is unable to participate in physical education due to illness or injury, please send in a note with your child. Your child will then be excused from that class with no penalty. If your child is unable to play due to injury, please send in a note indicating when it is safe for him/her to resume participation in physical education classes.

If a student is unable to participate in physical education due to illness or injury, please send in a note with your child. Your child will then be excused from that class with no penalty. If your child is unable to play due to injury, please send in a note indicating when it is safe for him/her to resume participation in physical education classes.

Physical Education-Exemption from Participation

Any student who for health reasons must be excused from physical education for a day or period of time must present to the teacher a note from the nurse or parent. After one day, a note should be obtained from the nurse or a doctor.

Music & Chorus Information

Students will take part in **general music** with their classes. Students may also participate in band or chorus, schedule permitting.

Band Information

Grade 6-8 Band students must **bring their instruments to school on the days of scheduled rehearsals**.

They must take instruments home at the end of rehearsal days as there is **no secure location** for them to be stored. Students are **also required** to practice their assigned band music at home. **After school rehearsals** will be scheduled **prior to performances** and **attendance is required**.



MCAS and PARCC TESTING INFORMATION

Guidelines for Parents and Students

What is the purpose of mandated testing?

Test dates for the 2014-15 school year are as follows:

March 17-19	Gr. 8 ELA PARCC	April 1-2	Gr. 8 Math PARCC
March 24-26	Gr. 7 ELA PARCC	April 6-7	Gr. 7 Math PARCC
March 27-31	Gr. 6 ELA PARCC	April 8-9	Gr. 6 Math PARCC
May 5-6	Gr. 8 Science/Tech-Engineering		
May 7-8	Gr. 6 ELA PARCC	May 15-16	Gr. 6 Math PARCC
May 11-12	Gr. 7 ELA PARCC	May 19-20	Gr. 7 Math PARCC
May 13-14	Gr. 8 ELA PARCC	May 21-22	Gr. 8 Math PARCC

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Massachusetts Education Reform Act of 1993. This law specifies that all public school students in Massachusetts must be tested, including students with disabilities and Limited English Proficient students. The testing program must measure student performance, based upon the Massachusetts Curriculum Framework standards. The performance of individual students, schools, and districts must also be reported to the public. **Passing the MCAS in grade 10 in ELA, Math, and Science is a graduation requirement. PARCC testing will be piloted this year in order to see how well students have mastered the new MA Common-Core-aligned Frameworks.**

General Requirements for Participation

Students educated with Massachusetts public funds are required by law to participate, including students enrolled in public schools, public charter schools, and educational collaboratives. At Douglas Middle School, all grades (6-8) are tested in ELA and Math, utilizing the PARCC. Gr. 8 students will continue to take the MCAS test in Science.

Information for Parents and Students (from the Department of Elementary and Secondary Education Principal's Administration Manual – Spring 2013)

- Students should **try their best** to answer all of the questions.
- Any form of **cheating is strictly forbidden**. In addition to any local penalties imposed, students may receive an invalidated score, or another consequence may be imposed.
- **Cell phones are strictly prohibited**. Any use of cell phones for any purpose will result in the invalidation of test results.
- If necessary, students will be **allowed additional time** to finish any test session; however, no session may extend beyond end of the regular school day.
- Students must **read all questions carefully and be sure to answer all parts** of the question.

- When students answer open-response questions, they must **label each part** of their answers.
- Students will need to use a **#2 pencil** to mark their responses in their answer booklets. Responses written with any other writing instrument cannot be scored.
- **Students may bring a book to each test session to read** if they finish a test session early.

How Can I Help My Child Prepare?

- Parents/guardians should ensure that students **get a good night's sleep and eat a healthy breakfast** on testing days. (Fruit, a cereal bar, and a drink will be served to all students prior to the start of testing.)
- It is extremely important that **students be in school** on scheduled test days. Please do not schedule vacation time, dentist/orthodontist appointments, or medical appointments on test days.
- Students must **arrive at school on time** on testing days, in order to avoid interruption of the testing environment by coming late. Students will not be allowed to enter their classrooms if they come late to school.
- **Please encourage your child to do his/her best**, but avoid putting undue pressure on your child. Sometimes undue emphasis on achieving a high test score can be upsetting, cause anxiety, and affect performance.

What types of questions are on the MCAS?

Four types of questions are included on the MCAS:

1. **Multiple-Choice Questions** require students to select the correct answer from a list of options.
2. **Short-Answer Questions** require students to generate a brief written response.
3. **Open-Response Questions** require students to generate a response, generally 1-2 written paragraphs in length. Sometimes open-response questions require students to include a chart, table, diagram, illustration, or graph as well.
4. **Writing Prompts** require students to respond by creating a written composition.



General Test-Taking Tips for Students

- Bring in at least two pencils with erasers, and any other materials that you are allowed to bring (calculator, highlighter, etc.).
- Keep a positive attitude throughout the whole test and try to stay relaxed. If you start to feel nervous, take a few deep breaths to try to relax.

- Keep your eyes on your own paper. You don't want to appear to be cheating and cause unnecessary trouble for yourself.
- Don't rush, but pace yourself. **Read the entire question and highlight key words.**
- Always **read the whole question** carefully. Don't make assumptions about what the question might be.
- **Write legibly**; if the grader can't read what you wrote they'll most likely mark it wrong.
- If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. You may find something on another question that may help you.
- Don't worry if others finish before you. Focus on the test in front of you.
- When you are finished, **make sure you have answered all of the questions**. Change an answer only if you misread or misinterpreted the question. The first answer that you put down is usually the correct one.
- Watch out for careless mistakes. Proofread your Open Response and short answer questions.

Tips for Answering Multiple Choice Questions:

- **Read the question** before you look at the answers.
- **Come up with the answer in your head** before you look at the possible answers. That way, the choices on the test are less likely to throw you off or trick you.
- **Eliminate the answers** you know are not correct.
- **Read all of the choices** before you answer.
- There is no penalty for guessing on the MCAS, so **always take an educated guess and select an answer**.
- In "**All of the above**" or "**None of the above**" choices, if you are certain one of the statements is true, don't choose "None of the above"; likewise if one of the statements is false, don't choose "All of the above".
- In a question with an "**All of the above**" choice, if you see at least two correct statements, then "**All of the above**" is probably the correct answer.
- Usually the correct choice is the one with the most information.

Tips for Answering Open-Response and Short-Answer Questions

- **Read the question** and make sure you **answer all parts** of the question.
- Make estimates for your answer. If you are asked to answer $48 \times 12 = ?$, you could expect the number to be around 500. If you get an answer that is 5000, you know you did something wrong.
- Show all of your work and write as legibly as possible. **LABEL EACH PART CLEARLY.**
- Even if you know your final answer is wrong, don't erase your work because you may get partial credit for using the correct procedure.
- When you see a graph on the test, **focus on reading the visual information correctly.** Pay special attention to how the vertical and horizontal axes are labeled.
- On chart questions that require you to make a bar graph, make sure you **clearly label the horizontal and vertical axes.**
- Many geometry questions that involve angles are drawn close to scale. Use your eyes to help you estimate the given distances and to eliminate any answer choices that appear too small or too great.
- You may have to convert one unit of measurement into another (for example: feet to inches). Be sure to include the correct unit in your answer.
- When you see a probability question, think multiplication.
- **Check over your test** when you are done with it. If you have time, redo the problem on a separate sheet of paper and see if you came up with the same answer the second time around. Look for careless mistakes. Make sure the decimal is in the right place, that you read the directions correctly, that you put in a negative sign if it is needed, that your arithmetic is correct, and that you didn't transpose numbers or incorrectly write down the numbers given in the question when doing your calculations.





Health and Wellness



Emergency Information

Please complete the emergency form you will receive at the beginning of the year and return to the school **as soon as possible**. The form provides us with valuable information regarding your child, such as allergies, medical treatments/concerns, physician's phone numbers, and alternate emergency contacts in the event you are not available. This form is kept in the nurse's room and will be available to teachers and appropriate staff. If your child has a medical condition (for example, asthma or diabetes), this information will be shared with his/her primary teacher, substitute, and support staff.

Medications

Policies have been put into place to ensure the health and safety of children needing medication during the school day. The Massachusetts Department of Health requires that the following information must be on file in the child's school health record before any medication is given at school.

1. **Signed Medication Order**-A *Permission Form for Prescribed Medications* must be taken to the student's licensed health care provider for completion.
2. **Signed Consent by the Parent/Guardian**-Found on the *Permission Form for Prescribed Medications* and on the *School Registration Form*.

The parent, or an adult designated by the parent, must deliver the medication directly to the school nurse. All medication (pills, liquids, inhalers, and over-the-counter medications) must be delivered in their original pharmacy/manufacturers labeled container.

If your child has an inhaler for asthma or an Epi-pen for a serious allergic reaction, the school **nurse can authorize, under certain conditions, the student to carry and self-administer this medication.** It is important that you notify the school nurse of these conditions and that the appropriate paperwork is completed.

Non-Prescription Medication Guidelines

All students needing to take non-prescription medications during the school day **must bring in their own supply** (no aspirin-containing products, please) to be kept in the Health Office. No medication will be dispensed unless the student has his/her own supply and has parental permission to take the medication (permission is granted by signing the medication portion of the school emergency card). The school nurse will always contact a parent/guardian for permission to medicate a child in grades PreK-5. Generic substitutes are acceptable. Medications must be brought to the school nurse, by a parent or guardian, in their original container.

All students requiring prescription medication during the school day must have a written medication order from their physician on file in the Health Office. A new order is required at the beginning of each school year.

This includes oral medications, asthma inhalers, Epi-Pens and any over the counter products containing aspirin. If your child had a prescription for medication for the 2014-2015 school year, you will receive a new medication form with his/her final report card. Please have your doctor



complete this form for the 2014-2015 school year and return it to the nurse prior to the start of school. No prescription medication will be dispensed without it.

If parents/guardians need more detailed information or have any questions, they are asked to please contact the school nurse at 508-476-3332.

Students in Grade 5 have the opportunity to take part in a program entitled “It’s a Change Thing” which is presented by the school nurse. This program addresses the physical and emotional changes students will face as they reach puberty. Parents have the right to opt their student out of this program or any other program that addresses these types of issues. More information regarding the program as well as opt out information will be sent home well in advance of the program’s implementation.

Illness and Injury

Students who are ill should report to the nurse after obtaining a pass from their teacher. If the nurse is not available, students should report to the Principal/Dean of Students’ office. In the event of an emergency, the teacher may send the student to the nurse immediately, accompanied by another student. The nurse will determine whether the student should be sent home or kept in school.

Students who become ill at school will not be allowed to go home unless a parent or the person designated on the emergency form is contacted and is available to care for the child.

If a student is injured during the day, he/she should report to the nurse. The teacher in charge of the pupil must report any injuries to students during school hours to the school office and the school nurse as soon as possible after the accident. The teacher and nurse will then file a written report of the accident. Accidents during practice sessions, any athletic event sponsored by the school, or accidents at recess must be immediately reported to the person in charge and the school office.

For your child’s welfare and for the protection of others, we appreciate parental support and cooperation in ensuring that your child is kept home from school if he/she exhibits any of the following symptoms:

- Is not feeling well – i.e., has a headache or stomach ache
- A fever of 100 degrees within the last 24 hours
- A sore throat with swollen glands
- Other contagious symptoms, such as diarrhea, vomiting, frequent productive cough, nasal discharge, or red, draining eyes
- Undiagnosed rash or skin eruptions
- Head lice/nits

DOUGLAS PUBLIC SCHOOLS

HEAD INJURIES AND CONCUSSION POLICY

In accordance with 105 CMR 201, all school districts and schools are required to have policies and procedures governing the prevention and management of sports-related head injuries within the school district or school. The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the prevention and management of sports-related head injuries within the school district or school following development of a proposal by a team consisting, at a minimum, of a school administrator, school nurse, school physician, and athletic director, in consultation with any existing school health/wellness advisory committees.

Policies and procedures must address sports-related head injuries occurring in extracurricular athletic activities but may be applied to all head injuries in students. Review and revision of such policies and procedures shall occur as needed but at least every two years. At a minimum, these policies shall include:

1. Designation, by the superintendent, principal or school leader, of the Athletic Director as the person responsible for the implementation of these policies and protocols;
2. Annual training of persons specified in 105 CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person's completion of such training;
3. Documentation of a student's history of head injury(ies) including concussion(s);
4. Documentation of annual physical examination of students participating in extracurricular athletic activities, consistent with 105 CMR 200.000, and completion of the Department Pre-participation Head Injury/Concussion Reporting Form For Extracurricular Activities (herein after "Department Pre-participation Form");
5. Inclusion of the sports-related head injury policy and information in the student handbook;
6. A requirement that head injuries or suspected concussions sustained in practices or games be reported to the student's parent so the parent may take the student to a medical provider for appropriate medical evaluation and treatment;
7. A requirement that head injuries or suspected concussions be reported to the school nurse;
8. A procedure for post-head injury graduated re-entry accommodation plans to school and academic activities if indicated, including inclusion of the school nurse in the team developing the plans;
9. Instructions to coaches, trainers and volunteers to teach form, techniques and skills that minimize sports-related head injury. A coach, trainer or volunteer for an extracurricular athletic activity shall be directed to discourage and prohibit a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon; and
10. Penalties, including but not limited to personnel sanctions, for failure to comply with provisions of the school district's or school's policy.

Training Program

Before beginning any extracurricular athletic activity the following persons shall complete one of the training programs approved by the Department as found on the Department's website:

1. Coaches;
2. Certified athletic trainers;
3. Volunteers;

4. School physicians;
5. School nurses;
6. Athletic Directors;
7. Referees and umpires who are employees, contractors, or agents of a school;
8. Directors responsible for a school marching band, whether employed by a school or school district or serving in such capacity as a volunteer;
9. Parents of a student who participates in an extracurricular athletic activity; and
10. Students who participate in an extracurricular athletic activity.

The superintendent or designee shall maintain a record of persons trained in accordance with 105 CMR 201.015.

Participation Requirements for Students and Parents

A. Education and Training

1. Each year at the required pre-season meeting for every season, a school shall provide current Department-approved materials to all students who plan to participate in extracurricular athletic activities and their parents in advance of the student's participation. Such materials shall be posted on the district's website and shall at minimum include a summary of the Department's rules relative to safety including but not limited to recognition of symptoms of head injury, the biology and short-term and long-term consequences of a concussion, second impact syndrome and rules for return to play after a head injury or concussion.
2. The student and parent shall submit to the Athletic Director as a pre-requisite to participation in extracurricular athletic or band activities either (a) a certification of completion for any Department approved on-line course or (b) a signed acknowledgment as to their receipt of Department approved written material required by 105 CMR 201.009(A)(1).
3. The training and education required by 105 CMR 201.009(A)(2) applies to one school year and must be repeated for every subsequent year.

B. Documentation of Head Injury and Concussion History

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic or band activities shall complete and submit to the Athletic Director a current Department Pre-participation Form, signed by both the student and the parent, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.
2. The Athletic Director shall ensure that all forms that are required by 105 CMR 201.009(B)(1) are completed and reviewed, and shall:
 - Provide each coach or band director with copies of forms from all students participating on that coach's team or band director's band;
 - Distribute copies of forms which indicate a history of head injury to the school nurse and school physician.
3. If a student sustains a head injury or concussion during the season, the Department Report of Head Injury During Sports Season Form (hereinafter "Department Report of Head Injury Form") must be completed (a) by the coach or band director, if the injury or suspected concussion occurs during a game or practice, or (b) by a parent if the injury occurs outside of those settings, and forwarded to the coach or band director. The Athletic Director shall ensure that these forms are reviewed and provided to the persons specified in 105 CMR 201.009(B)(2).

Suspected Concussion Exclusion from Play

1. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
2. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
3. The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the game or practice in which a student has been removed from play for a head injury or suspected concussion. The coach also must provide this information to the parent in writing by the end of the next business day.
4. The coach or his/her designee shall communicate, by the end of the next business day, with the Athletic Director that the student has been removed from play for a head injury or suspected concussion.
5. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
 - The plan shall be developed by the student's teachers, school nurse, parent, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the student's physician.
 - The written plan shall include but not be limited to:
 - Physical and cognitive rest as appropriate;
 - Graduated return to classroom studies as appropriate;
 - Estimated time intervals for resumption of activities;
 - Frequent assessments by the school nurse as appropriate; and
 - Periodic medical assessments until full return to classroom activities and extracurricular athletic activities are authorized.
 - The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.
 - *If a situation arises such that the student has been cleared to participate and the school staff notes that the student is still experiencing symptoms, that student shall be removed from play. The school has the authority to make the final determination whether a student may safely participate in a given extracurricular activity/sport. Participation is a privilege that may be permitted or withheld by the school staff based on individual circumstances. If these situations arise the school staff will communicate to the health care provider who provided the clearance, the specific symptoms and reason for concern and that the student is not symptom-free.*

Medical Clearance and Authorization to Return to Play

Each student who is removed from play for a head injury or suspected concussion shall obtain and present to the Athletic Director a Department Post Sports-Related Head Injury Medical Clearance and Authorization Form (herein after "Department Medical Clearance and Authorization Form") prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

Only the following individuals may authorize a student to return to play:

- A duly licensed physician;
- A certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician; or
- A neuropsychologist after the student has been examined and cleared by a licensed physician.

By September 2013, physicians, nurse practitioners and certified athletic trainers providing medical clearance for return to play shall verify that they have received Department-approved training in post traumatic head injury assessment or, in the case of certified athletic trainers, have received equivalent training as part of their licensure.

Record Maintenance

The school, consistent with any applicable state and federal law, shall maintain the following records for 3 years or at a minimum until the student graduates:

- Verifications of completion of annual training and receipt of materials;
- Department Pre-participation Forms;
- Department Report of Head Injury Forms;
- Department Medical Clearance and Authorization Forms; and
- Graduated re-entry plans for return to full academic and extracurricular activities.

The school shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review.

Reporting

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at minimum report:

- The total number of Department Report of Head Injury Forms received by the school;
- The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

First Reading: October 19, 2011

Second Reading: November 2, 2011

Third Reading and Vote: November 16, 2011

Adopted: November 16, 2011

Life-Threatening Allergies

Parents of students who are diagnosed with a life-threatening allergy are asked to immediately notify the administration and the school nurse, and provide medical documentation so that the school can effectively plan to meet the student's needs.

It is the policy of the Douglas School Committee to set age-appropriate guidelines for students and schools within the Douglas School system that minimize the risk for children with life threatening allergies (LTA) to be exposed to offending allergens that may trigger a life threatening reaction. Such guidelines shall include: building based general medical emergency plans, Individualized Student Allergic Reaction Plan for all students diagnosed with a LTA, appropriate training of staff, availability on site of medical equipment for quick response to life threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life threatening allergens.

The School District, with guidance from the Massachusetts Department of Education, the School Nurse Leader and the individual School Nurses will develop and implement school-wide procedures to minimize the risk of exposure to allergens for students with LTA's in classrooms, common use areas, the cafeteria, and during transportation to and from school and on field trips.

It is the School Committee's expectation that specific building based guidelines/actions will take into account the health needs and well being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines shift as children advance through the primary grades and through secondary school.

Food – Classroom Celebrations

Due to the fact that students with severe food allergies are enrolled here at Douglas Middle School, and in order to avoid a potentially life-threatening allergic reaction, we would appreciate the assistance and cooperation of both the faculty/staff and parents/guardians in minimizing food-based celebrations and rewards, and in seeking out healthy alternatives.

We appreciate your cooperation in partnering with us to do all that we can to make our classrooms safe and healthy places for all of our students.

Field Trip Medications

With your authorization and M.D. documentation, prescribed emergency EpiPens and inhalers will be sent with your child on field trips and administered by the school nurse.

Physical Exams/Immunization Records

In keeping with **Massachusetts State Law**, a physical exam and documentation of immunizations are required for all students entering Preschool, Kindergarten, **Grades 4, 7,** and 11, as well as for new students entering the system.

Hearing and Vision Screening

Students will be regularly screened for vision and hearing. In the event a concern arises during these screenings, parents will be notified and asked to seek further medical evaluation.

School Insurance

An inexpensive insurance can be purchased for your child through the school. A description of this plan will be sent home in September. All athletes are strongly encouraged to take out this insurance.

Health Insurance

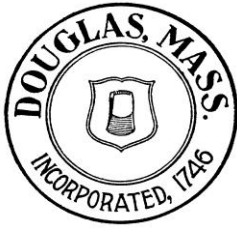
The Department of Public Health has expanded the Children's Medical Security Plan to include any child age 18 or under, except those already enrolled in the Medicaid program. The Children's Medical Security Plan provides free or low-cost coverage for the basic care children need. For more information, please contact the school nurse or call 1-800-909-2677.

After-School Program Permission Slip

In order to promote the safety and well-being of all students, **parents are asked to complete the "After-School Program Permission Slip."** This slip requires documentation of medical information, contact information in case of emergency, and a medical treatment/injury waiver.

This slip **must be filled out** and returned to the office, prior to your child taking part in an after-school activity.





Douglas Middle School

19 Davis Street

Douglas, Massachusetts 01516

Telephone: 508-476-3332 Fax: 508-476-1604

Nancy T. Lane
Superintendent of Schools

Beverly Bachelder
Principal

Robert Godbout
Dean of Students

Kathleen Campbell
School Nurse

AFTER-SCHOOL PROGRAM PERMISSION SLIP

Student's Name: _____ Grade _____

After School Activity _____

History of Concussion(s) (Y or N) _____ How Many: _____ Date(s): _____

Allergies: _____ Epipen ordered? _____ Carried By Student? _____

Asthma: _____ Inhaler Carried by Student? _____

Pertinent Medical History/Conditions: _____

Please Complete-Important In Case Of An Emergency

Parent#1 _____ #2 _____

Phone # _____ #2 _____

Emergency Contact if Parents can't be reached

Phone#

Primary Care Physician

Phone

Dentist

Phone#

Hospital Preference: _____

CONSENT for MEDICAL TREATMENT (minor)

As a parent or Legal Guardian of the above named student, I hereby give my consent for emergency medical care prescribed by a duly licensed Doctor of Medicine or Doctor of Dentistry. This care may be given under whatever conditions are necessary to preserve life, limb, or well being of my dependent.

INJURY WAIVER

I hereby absolve The Douglas Public Schools, including, but not limited to, its coaches, managers, and officers, from any and all liability resulting from injury sustained by the student listed above while participating in the Douglas Public School's activity.

Parent/Guardian Signature

Print Name

Date

(Medical Treatment and Injury Waiver)

Code of Conduct

Cooperation

Tolerance

Respect

Effort

Growth

Good Behavior

Helping Others

Doing Your Best!

Code of Conduct

Douglas Middle School

2014-15



Positive behavior is recognized at Douglas Middle School, and students are encouraged to strive for academic and social excellence through our Positive Behavior Intervention and Supports (PBIS) Program. **Students** at Douglas Intermediate Elementary School **must observe school-wide behavioral expectations** in order to establish a positive, respectful, and focused environment that is conducive to learning. The development of good behavior in the elementary and middle school grades is a learning process in which growth takes place over time. Since school is a place where children and adults learn and spend many hours together, rules are necessary to ensure that everyone can be free from distraction, fear, or discomfort, and so that learning can take place.

Each member of Team IES – students, faculty, staff, and administrators - has the following rights:

- To work in safe, pleasant, and orderly surroundings
- To be free from harassment, bullying, or insulting and abusive treatment
- To work in an atmosphere that promotes learning

Therefore, Douglas Middle School students at all times will:

- **T** - Show **tolerance** for differences and be kind and caring toward others.
- **I** - Be **invested** in Team IES by taking pride in keeping the school neat and clean.
- **G** - Come to school rested, on time, and prepared in order to achieve their highest potential for **growth**.
- **E** – Put forth their best **effort**.
- **R** - Be **respectful** of others, of their personal belongings, and of school property.
- **S** - Put **safety** first!

Please take the time to review our School-Wide Expectations for Student Behavior with your child by reading the rules together and discussing why they are necessary.

Disciplinary Expectations and Consequences

Developmentally appropriate consequences will be administered when students engage in inappropriate behavior at Douglas Middle School. These consequences may range from the less serious to the more severe, based upon the nature of the misbehavior and the age of the student. Prior circumstances leading up to the offense(s) will also be taken into account. Every effort will be made to help the student understand the reason for the disciplinary consequences to reflect upon the inappropriate behavior; and to see it as a learning experience and growth opportunity by making a commitment to improve his/her personal behavior going forward. Students who do not follow school rules may lose privileges, such as a field trip, dance, sports event, or other school-sponsored activity. Parents will be notified of disciplinary consequences. Students who are suspended are not allowed to participate in any school-related function or activity. The consequences listed below align with our Positive Behavioral Interventions and Supports (PBIS) School-Wide Behavior Expectations.

Teacher/Classroom Consequences:

- Assigned Seating
- Conference with student
- Conference with parent
- Loss of privilege
- Student contract
- Teacher detention

Office Consequences:

- Office referral
- Conference with student
- Conference with parent
- Lunch detention
- After-school detention
- In-school suspension
- Out-of-school suspension
- Expulsion procedures

Behavior Violations:

- Poor attendance/Tardiness to class (After the 5th tardy, a meeting will be requested with parents/guardians and the administration. After the 6th tardy, a student will be assigned an office detention.
- Disruptive/off-task behavior
- Gum chewing
- Excessive missing homework assignments
- Not prepared for class/no supplies
- Lying
- Dress code violation
- Defiance/disrespect/insubordination/non-compliance
- Harassment/teasing/taunting/bullying
- Skipping class/truancy
- Inappropriate language/profanity/vulgarity
- Inappropriate use of cell phone during school hours
- Inappropriate physical contact
- Property misuse or damage/vandalism
- Fighting/physical aggression to student
- Fighting/physical aggression to staff
- Forgery/theft
- Cheating
- Possession/use of tobacco/alcohol/drugs
- Possession/use of combustibles
- Making a bomb threat/arson/possession or use of weapons

Bus Conduct

Safety and courtesy require appropriate conduct while boarding or riding the bus and while leaving school. Pupils reported for misconduct will be dealt with as follows:

First infraction – *Parents will be contacted by the Principal. Discipline may result in temporary loss of bus privileges.*

Second infraction – *Automatic probation; may result in loss of bus privileges.*

Third infraction – *Temporary loss of bus privileges for **3 days.***

Fourth infraction – *Loss of bus privileges for **5 days.***

Fifth infraction – *Loss of privileges for **remainder of the year.***

Students should **be aware the bus ride is an extension of the school day.** Conduct on the bus should mirror classroom conduct with the same expectations of mutual respect between students and the driver.

Bus **students are not to be dropped any place except on the school property during arrival in the morning.**

Loading and Unloading

1. Riders must be on time; the bus cannot wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property are required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

1. Riders must remain in seats when the bus is in motion.
2. Loud disruptive voices are not permitted.
3. The following disturbances are prohibited:
 - Pushing or wrestling
 - Annoying other passengers in any manner
 - Talking to the driver in an annoying manner
 - Throwing objects in the bus or out of windows
 - Climbing over seats
 - Opening or closing windows unnecessarily
 - Leaning out of windows (keep hands and arms inside the bus at all times)
 - Littering the bus

Students will be held responsible for purposely damaging the bus.

Dress Code

Students should consider school their “job” and should dress appropriately at all times. The dress code is aimed at protecting student welfare while they are with us. The dress code applies during normal school hours, both in school and when students are participating in an out-of-school activity, such as a field trip or extracurricular event. Parents are asked to ensure that children come to school dressed appropriately for recess, based upon weather conditions.

Acceptable Dress/Attire

Dresses*

Skirts, Dress Shorts*

Slacks

Dress Blouses or tops

Dress shoes, dress boots, dress sandals or sneakers

***Dresses, skirts, and shorts** must be no shorter than six (6) inches above the kneecap

***Dresses, blouses and tops** can be sleeveless as long as the **strap is at least 3” wide**.

Unacceptable Dress/Attire

Spaghetti, halter, and similar-style strap or dresses, blouses, or tops

Tank tops

Tops that show the midriff

Low cut blouses

Miniskirts or mini dresses (shorter than 6” above knee cap)

Backless shirts

Short-Shorts

Leggings (unless worn with a long top or skirt)

Shirts that imply or denote alcohol, smoking, sex, violence, etc.

Hats (for both boys and girls, including “fashion statement” hats)

Muscle shirts

Bandannas

Low riding pants

Pajamas

Chains, fused rings etc.

***Shower sandals, flip-flops and slippers should not be worn.**

This list is **NOT** all-inclusive. Any clothing or personal item that, in the judgment of the administration, interferes with, or disrupts the educational process will not be allowed. These guidelines are based on principles of safety, hygiene and generally-accepted standards of propriety. We realize that all students are unique and we will assess the appropriateness of clothing based on the individual student, staying consistent with the guidelines on sexual harassment and anti-discrimination.

On the first occurrence of a violation, the student will be asked to change their clothes. If a change of clothing is not available at school, then the parent will be called to bring in clothes. Refusal to change, or subsequent occurrences, will be considered insubordination and be subject to disciplinary action.

Conduct at School-Sponsored Activities

At **any school-sponsored student activity** whether on or off campus it **should be fully understood by all students and parents that all school rules apply throughout the extent of the activity.**

Dance Guidelines

School-sponsored dances are held periodically throughout the year for students in grades 6 - 8, and are sponsored by the Student Council. The following guidelines for school dances are in effect:

- As with any school-sponsored activity, all school rules apply.
- Students are not permitted to switch buses in order to ride to a friend's house after school. A student who has a note from home may be dismissed as a "parent pick-up," but all after-school social activities must originate from home.
- If a student is absent from school on the day of the dance, they may not attend the dance that night.

The guidelines listed below will be in effect at all Middle School dances for grades 6-8 for the 2014-15 school year, including school-sponsored dances, as well as dances sponsored by booster groups and town youth organizations. These guidelines will be in effect at all Douglas Public Schools locations where the dances are held, including **Douglas Middle School** and **Douglas High School**.

Every effort will be made to divide the locations of the dances equitably between buildings, recognizing the demands upon the time and resources of school personnel involved in resolving interpersonal disputes, addressing bullying incidents, disposing of trash and cleaning up, etc.

The group sponsoring the dance will be responsible for hiring a police officer to assist the chaperones with supervision for the duration of the dance, as well as to assist during drop-off and pickup times.

Students who are town residents may attend the dances with a student ID.

Chaperones should also be fully informed as to the agreed-upon middle school dance guidelines.

Hours for all dances will be 6:30-9:00 p.m.

No more than two dances will be held per month, for a total of 18. The Middle School Student Council, the High School Student Council, the Band Boosters, the Cheer Boosters, and Operation Graduation will each get 3 dances per group, in order to be fair and equitable for all groups. If an organization does not wish to book all three

dates, these dates will be released and other groups may sign up, including other town groups that fundraise for youth groups, such as the Girl Scouts.

Organizations sponsoring dances must obtain a current list of students attending Douglas Middle School for grades 6 - 8, and Douglas High School for grade 8. Only students attending the Douglas Public Schools will be admitted to the dance. Chaperones will check students in at the door, utilizing these current enrollment lists. Students must provide school ID's in order to be admitted.

Organizations sponsoring dances must obtain a list of students ineligible to attend from the building secretaries at Douglas Middle School and Douglas High School (grades 6, 7, and 8), prior to the dance. (In order to protect student confidentiality, the reason for being on the list will not appear – but the list will include students who were absent that day, or suspended.) The evening of the dance, chaperones must check this list. Students who were absent that day will not be admitted to the dance. (Students must attend school a minimum of 3 hours the day of the dance.) If they were dismissed early for a doctor/dentist appointment, or came to school late for that same reason, they will be allowed to attend.

Students must arrive at the dance within **1 hour** of the starting time – by **7:30 p.m.** Once admitted to the dance, students will be required to stay for the duration of the dance. If a student needs to leave early, he/she should bring a note signed by the parent/guardian and given to a chaperone at the beginning of the dance. Once a student leaves the dance, re-entry is not allowed.

Students who have received an out-of-school suspension during the school year will not be permitted to attend dances for the remainder of that semester.

School rules concerning proper behavior will be in effect throughout the duration of the dance. Students are to treat all teacher and parent chaperones courteously and follow the instructions they are given. Students are expected to be respectful, responsible, and appropriate; refrain from running around; and avoid behaviors that will interfere with the emotional and physical safety and well-being of others.

Attire worn to a dance must not be disruptive to the school environment or pose a threat to the safety and well-being of other students or adults. Chaperones reserve the right to make decisions concerning questionable or inappropriate school attire. If contacted by a chaperone, parents may be summoned to school to provide acceptable clothing or pick the student up from the dance.

Texting/media use of an inappropriate and/or bullying nature will result in a student being told to leave the dance. The student's parent/guardian will be called to pick

them up. Further disciplinary consequences – including possible suspension - may also result.

Students whose behavior is inappropriate may be instructed to sit for a short time, asked to call a parent/guardian to pick them up, or told they are not allowed to attend the next dance. Some inappropriate behaviors may result in a referral to administration.

Bathrooms are to be used for their intended purposes. Students are not to spend the evening in them.

The only food and drink permitted in the dance will be sold by the sponsoring group. A list of safe, nut-free snacks must be agreed upon by all parties sponsoring dances, and products sold at dances will be limited to this list. Food and/or drinks may not be brought into the dance.

Students will not be permitted to leave the dance without an adult.

All students must be picked up no later than 15 minutes after the conclusion of the dance. Students who are picked up late will not be allowed at the next dance.

Students found in violation of any of the above guidelines will not be allowed to remain at the dance. These regulations are for the safety and enjoyment of the students attending the dance.

Vandalism Covered by School Committee Policy

Any pupil who willfully damages or destroys school property, or the property of others on school grounds shall, through his parents or guardian, be **held liable for such damage or destruction**.

Loitering

Loitering in or near school grounds, before or after school, is prohibited.

Food and Drink

Food and drinks are to be consumed in the cafeteria only. Exceptions will only be made at the discretion of the classroom teacher or administration. Students are strongly discouraged from bringing candy to school. **Chewing gum is not allowed.**

Leaving Grounds

No student shall be allowed to leave school grounds during school hours **without the permission** of the Principal or Dean of Students. No student shall be released into the custody of any person not known or identified by the administration/teacher as a parent or representative of the family.

Detentions (PM's)

After-school detentions or PM's will be **handled by teachers at their discretion**. **Office PM's** are assigned by the administration and are one hour in length. The Dean of Students keeps records of PM's. If a student is absent on the day of an assigned PM, he/she is expected to serve detention the next day in attendance.

Teachers may administer their own PM's to assist students in making up any missed work due to disciplinary procedures.

Tardiness

Whenever a student arrives late to school he/she must report to the Main Office. Students who arrive at school after 8:00 a.m. will be marked "tardy". We encourage all students to be punctual as arriving late to school disrupts the learning process.

After the fifth tardy, a notification letter will be sent to parents/guardians and the administration. **After the sixth tardy**, a student in grade 6 - 8 will be assigned an office detention.

Articles/Substances Prohibited in School

Problems arise each year because students bring articles that are hazardous to the safety of others or interfere in some way with school procedure. Items such as :

toy guns, water pistols, wearing of hats, securing hats on belts, explosive devices, iPods, MP3 players, beepers, radios, trading cards, electronic games, playing cards, etc. **are prohibited.**

If an **electrical/electronic device** is needed for an **educational purpose** and **has been approved by the classroom teacher** then it **may be brought to school**, otherwise, all electrical devices are prohibited. Pornographic/adult oriented materials are prohibited during the school day.

All prohibited materials will be confiscated and will only be returned to a parent/guardian.

Cell phones may be brought to school but **may only be used after school hours**. Cell phones are **not allowed in classrooms nor should they be used during locker breaks or recess.**

Cell phones that are used during school hours will be confiscated and will only be returned to a parent/guardian.

State Law prohibits the use of tobacco products (cigarettes, cigars, pipes, snuff, or chewing tobacco) by students on school grounds or at school-related functions. Tobacco products, lighters, and matches will be confiscated by any staff member. **Confiscated items will not be returned.**

Prohibition of Drug Use

The **Douglas Middle School abides** by Chapter 94C, Section 32.J of Massachusetts Laws regarding Controlled Substance Violations in, on, or near school grounds.

The Douglas Public Schools **will not tolerate** the possession, distribution or manufacture of any illegal drug, drug paraphernalia or alcoholic beverage, in school or on school property. This policy also applies to prescription drugs when they are not turned in to the nurse.

Nonetheless, the Douglas Public Schools encourages students with drug or alcohol problems to seek voluntary assistance. In such cases, as described below, the school will provide assistance, without penalty, to any student voluntarily seeking drug and alcohol treatment or advice.

Prescription drugs for which the student has a valid prescription must be deposited with the school nurse during school hours, and administered by the nurse, if necessary. In cases where this is impossible due to health reasons, the student must present certification to this effect to the school nurse as soon as possible after the drug has been prescribed.

No over-the-counter drugs are to be carried by the student. If these drugs are necessary, they must be in the nurse's office.

Investigation

Students can expect the school to conduct a vigorous and thorough investigation when school officials receive reports concerning illegal drugs or alcohol on school premises. Students are expected to cooperate fully with school officials investigating drug abuse or any other matter. Failure to cooperate with an investigation may be grounds for discipline.

Desk and Locker Searches

Desks and lockers assigned to individual students by the school, remain school property and may be inspected or searched by school officials in the performance of their duties. Items found in a student's assigned locker will be treated as though they are in the possession of the student.

Searches of the Person

School administrators may search a student (including pockets, book bags, purses, etc.) **upon reasonable suspicion** that the student is in possession of illegal drugs or other contraband. Reasonable suspicion can be gained by observation of the student's behavior, information from reliable sources, or other facts leading the school to believe that drugs or contraband will be found in the place to be searched. Students returning from suspension for drug or violence related offenses should expect to be searched prior to being readmitted to school.

Student Under the Influence of Alcohol or Drugs

If the school suspects that a student is under the influence of alcohol or drugs, while in school or at a school related event, the student may be referred to the school nurse, if available, for an evaluation. If necessary for the student's safety, paramedics and/or police will be called to take the student to the hospital for a medical evaluation. In such event, the student's parents will be notified immediately.

Students Who Seek Assistance

A student who voluntarily seeks the assistance of a school administrator to obtain drug or alcohol treatment or advice will not be punished under the disciplinary code set forth in this handbook. Parents will be involved as part of the team of adults enlisted to consider the best possible means of helping the student.

Discipline Related to Drug Use

Any student, found by the Principal of the school or by his assistant or designee to have **violated for the first time the drug abuse policy**, will be suspended for ten school days; and, in case the student was found to be under the influence of either a controlled substance or an alcoholic beverage, his or her parents or guardian will be asked to meet with the Principal or members of the staff during the first five school days of the suspension for the purpose of designing a specific plan for monitoring the student's subsequent behavior. If such meeting takes place within said five-school day period, to the satisfaction of the school authorities, the suspension period will automatically be reduced to five school days.

Any student, found by the Principal of the school or by his/her assistant or designee to have **violated for a second time the drug abuse policy**, will be suspended for ten school days, and, in addition, the student and his or her parents or guardian will be given, after notice, an opportunity to be heard by the Principal preferably within the ten-school day suspension period, for the purpose of determining whether the student should be permanently excluded from the public schools.

The Principal, immediately after finding a student to have violated the drug abuse policy, will furnish the police department with a complete report, including the controlled substances, alcoholic beverages and other physical evidence obtained, for analysis and such criminal action as the police department may determine.

Students who violate the school's drug policy may be suspended or expelled in accordance with the procedures set forth in this student handbook. In appropriate cases, the school may agree to reduce an expulsion to a suspension, or to reduce the duration of a suspension, where the parent and student agree to cooperate in a treatment and monitoring program.

Involvement of Other Agencies

Cases involving violations of this policy relating to illegal drugs will generally be reported to the Douglas Police for appropriate action. Cases involving alcohol, or validly obtained prescription drugs, may be reported to the police if, in the school's discretion, the matter warrants police action.

In appropriate cases, the school may file a Child in Need of Services Petition with the appropriate court or report violators of this policy to the Department of Social Services.

Weapons

For purposes of this policy, a "weapon" includes, but is not limited to, a gun, knife, slingshot, blowgun, blackjack, metallic knuckles, including a ring intended to be worn on more than one finger (fused rings) or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoo bow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire, or leather, a shuriken or any similar pointed star like object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points, or studs or any similar device made from any other substance or a cestus or similar material weighted with metal or other substance and worn on the hand, or body, or a manrikiguisari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

Chapter 269, Sec.10

1. A student shall not possess, use, or attempt to use any weapon on school premises or at a school related situation.
2. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools will expel for a minimum of one calendar year any secondary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.
3. In order to protect the students of the Douglas Public Schools, the Building Principal and/or Superintendent of Schools may expel for a minimum of one calendar year any elementary school student found in possession of a gun or knife on school premises or at a school-sponsored situation.
4. All lockers available to students are the property of the Douglas Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration at any time. Any weapon found in a locker in violation of school policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.
5. For security reasons, students will not be permitted to wear outerwear (coats, jackets, and hats) or carry large book/gym bags with them throughout the school day. Students must store all books, bags, gym bags, and outerwear (coats, jackets, and hats) in their lockers during the school day.

This policy will be implemented according to the due process provisions of the Douglas Public Schools Discipline Code applicable to Regular and Special Education students.

Prohibition Against Firearms in Schools

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both.

For the purpose of this paragraph, "Firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of misdemeanor and punished by a fine of not more than five hundred dollars.

Amended by St. 1987, Ch.150, Sec.2; St 1989 Ch.648

In all weapons cases, the Police will be notified and legal action will be initiated.

Violence – Prohibited Conduct

Violent behavior is unacceptable in an educational environment. Violence disrupts learning and can result in serious, and even fatal, injuries to students, faculty, administrators, and other staff. Consequently, the Douglas Schools will not tolerate violence of any kind, in its schools, on its grounds, or at school-related events.

The following conduct is prohibited:

Assault

Assault is intentional, physical or verbal conduct by a student directed at another person, which results in unwanted contact with that person, or reasonably places that person in fear of imminent, unwanted, physical contact. Examples of assaultive conduct include striking another person, shoving another person, attempting or pretending to strike another person, brandishing a fist or weapon, or moving close to someone in a threatening manner.

Threats of Violence

Threats of violence include any written or spoken words that can reasonably be interpreted as expressing an intention to commit a violent act against another person. Any explicit or implicit threat on the safety of a student or staff member (including possessions) will result in a suspension from school. This matter may be reported to the police. An expulsion hearing may be held at the discretion of the Principal.

Any explicit or implicit threat against another student will result in disciplinary action and/or possible legal action.

Possession or Use of Weapons

See the Douglas School Department policy (JICI) on Possession or Use of Weapons.

Property Damage

Property damage is considered violent behavior when it is carried out as a means to threaten, intimidate, or harm another person.

Hazing Regulations

Massachusetts General Laws—Chapter 269

Douglas Middle School adheres to the policy followed by Douglas High School which states:

Ch.269, Sec. 17. Crime of Hazing: Definition: Penalty

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St. 1987, c.665

Ch. 269, Sec. 18. Duty to Report Hazing

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

Harassment

Harassment is repeated misconduct directed at another person, with the intent or effect of unreasonably interfering with that person's legitimate activities. Harassment may involve any of the behaviors listed above, as well as other behavior, such as verbal abuse, inappropriate or unwanted telephone calls, leaving notes, and "stalking".

Reporting and Investigation

Students are encouraged to report violations of this policy to the Administration. The school will thoroughly investigate reports of violent behavior, as defined in this policy, and will keep reports confidential to the extent consistent with a thorough investigation.

Discipline

Students who violate this policy may face suspension or expulsion, depending upon the severity of the conduct. Suspension or expulsion will be handled in accordance with the Discipline Procedures in the Handbook. In appropriate cases, the police or other governmental agencies will be called.

Bullying Policy

File: JICFB

BULLYING PREVENTION

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

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

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

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire
- Radio
- Electromagnetic
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

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

Participation in Activities During Suspension or After Absence

Students will not be allowed to participate in or be in attendance at an extracurricular event on the same day they are absent from school unless the absence has been excused in advance by the Principal or the Dean of Students. This applies particularly to dances and athletic events.

Students who have been suspended from school are to stay off school grounds until they are allowed by the Principal or Dean of Students to return. They are also not allowed to attend school-sponsored events while on suspension.

Students are eligible to participate in weekend/vacation school-sponsored events if they are suspended on the Friday prior to the weekend, if contact is made to the school administration on the last school day prior to the weekend/vacation. This only applies for suspensions that end on the last school day prior to the weekend/vacation.

Suspensions of Ten Days or Less

A student may be suspended for the following reasons:

- Severe disrespect to school personnel or fellow students
- Continued discipline problems in class, recess, or on the bus
- Physically attacking/hitting another student
- Inappropriate language or gesturing
- Charged with a criminal offense
- Any conduct deemed to be unacceptable by the Principal/School

Administration

First, the student will meet with the Principal. At that meeting, the student will be told the nature of the charges, and have an opportunity to respond. The Principal will make a decision based upon information presented by the student, further investigation if required, and evidence already known to the Principal. If the Principal determines that a suspension is warranted, the Principal will notify the student of the duration of the suspension, and, if the student previously denied the charges, the Principal will supply an explanation of the basis of the his finding.

Second, parents will be notified by phone and also receive notification in writing.

Third, a suspension can occur for the length of days at the discretion of the Principal in relationship to the severity of the offense.

Fourth, in all cases, once a student has been assigned to suspension he/she will not be allowed to take part in or attend any school-related function or activity. This remains in effect until the student has officially returned to school from suspension.

1. The Principal will notify the student, in writing, of the reasons for the proposed suspension prior to the suspension-taking place.
2. The student will be allowed an informal hearing, *as set forth in Section 1 of "Suspensions of Ten Days or Less"*, prior to the suspension taking effect, except where circumstances make it necessary to impose the suspension prior to such a hearing. (Such circumstances may include, but are not limited to, incarceration of the student, refusal by the student to attend the hearing, or where the student poses an unreasonable danger to the welfare of the school, etc.). In cases involving a felony criminal complaint, the Principal may decide to take action without holding a hearing.
3. The Principal will issue a prompt written decision setting forth findings on whether the student committed an offense and if so, the penalty imposed. Suspensions will be of a definite duration, except when based upon a pending felony criminal complaint.
4. The student may appeal the suspension to the Superintendent, by forwarding a written request for an appeal to the Superintendent, within five days of the effective date of the suspension.
5. In the event of an appeal, the student may request a hearing, at which the student will have the right to present evidence, and be represented by counsel.
6. The Superintendent will issue a decision within five days of the hearing.

Suspensions in Excess of Ten Days

For cases involving suspensions in excess of ten days, or indefinite suspensions based upon the issuance of a felony criminal complaint, this procedure will be followed:

1. The Principal will notify the student in writing of the reasons for the proposed suspension, prior to the suspension taking place.
2. The student will be allowed an informal hearing, *as set forth in Section 1 of "Suspensions of Ten Days or Less"*, prior to the suspension taking effect except where circumstances make it necessary to impose the suspension prior to such a hearing. (Such circumstances may include, but are not limited to, incarceration of the student, refusal by the student to attend the hearing, or where the student poses an unreasonable danger to the welfare of the school, etc.). In cases involving a felony criminal complaint, the Principal may decide to take action without holding a hearing.
3. The Principal will issue a prompt written decision setting forth findings on whether the student committed an offense, and if so, the penalty imposed. Suspensions will be of a definite duration, except when based upon a pending felony criminal complaint.
4. The student may appeal the suspension to the Superintendent, by forwarding a written request for an appeal to the Superintendent, within five days of the effective date of the suspension.

5. In the event of an appeal, the student may request a hearing, at which the student will have the right to present evidence, and be represented by counsel.
6. The Superintendent will issue a decision within five days of the hearing.

Expulsion

A student may be expelled for unusually serious offenses where the Principal determines that the continued presence of the student in school would be detrimental to the welfare of the students, teachers, and administrators in the school.

Massachusetts General Law, Ch..71, a37H provides for expulsion of students under the following circumstances and after the following procedure:

- (a) Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from school or school district by the Principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, student or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b); provided, however that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the Principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual definition of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said exclusion.

- (f) Expulsions for other reasons, such as conviction of a felony, where the Principal determines that the continued presence of the student will have a detrimental effect on the general welfare of the school; cases involving violent conduct; and other cases where expulsion is set forth as a possible remedy under another policy in this handbook, will be handled in accordance with the same procedure set forth above.
- (g) A suspension may be extended beyond ten days, during the pendency of an expulsion, by following the hearing procedures above, provided, the hearing date set by the written notice of charges is before the expiration of the original suspension or immediately thereafter. If the hearing is postponed upon the request or agreement of the student's parents or attorney, the suspension shall continue, pending the outcome of the hearing, unless the Principal or Superintendent determines otherwise.

Discipline of Special Education Students and Students with 504 Plans

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires 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 Individualized Educational Program (IEP) or a 504 plan. If, prior to disciplinary action, the District administration has knowledge that a student may be a student with a disability, the District administration will make all protections available to the student until and unless the student is subsequently determined not to be eligible. The following additional requirements apply to the discipline of special needs students as well as students under referral and/or suspected of having a disability:

- (a) The IEP or 504 plan for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP or 504 plan.
- (b) The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
- (c) When it is known that the suspension(s) of a special needs student may accumulate to ten days in a school year, a review of the IEP or 504 plan as provided by law will be held prior to the tenth day to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 1. design a modified program for the student, or
 2. having decided the need for discipline was unrelated to any handicapping condition, provide for the delivery of special education services during times of suspension.

All students are expected to meet the requirements for behavior as set forth in this handbook. For students who reach the 10 day maximum/year the following procedures will be followed as necessary:

- Reconvene the full IEP Team.
- Consider the need for additional testing.

- Conduct a manifestation determination.
- Conduct a functional behavioral assessment (only if suspension will exceed 10 days).
- Develop a behavioral intervention plan after completing the functional behavioral assessment (review plan if it already exists).
- Modify the IEP or 504 plan if appropriate.

Sexual Harassment

Introduction

The Douglas School Committee (the "Committee") depends upon an environment of tolerance and respect for the achievement of its goals. The Committee is committed to provide an environment that is free of all forms of abuse or harassment. The Committee recognizes the right of all employees as well as students to be treated with respect and dignity. (For purposes of this policy the word "employee" means anyone in the service of the Committee, either on a paid or volunteer basis.)

Sexual harassment is a form of behavior that adversely affects the employment and/or student relationship. It is prohibited by State and Federal law. The Committee also condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to purely voluntary social activities. It refers to behavior which is not welcomed by the employee or student which is personally offensive to him or her, and which undermines morale and/or interferes with the ability of the employee or student to function normally.

Unwelcome actions such as:

1. sex-oriented verbal abuse;
2. sexual remarks or jokes;
3. physical contact including patting, pinching, or constant brushing against another's body;
4. demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual's status as an employee or student; and
5. assaults or molestation.

The Rule

It is, therefore, against the policies of the Committee for any employee or student of the School Department, male or female, to harass another employee or student, sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either implicitly or explicitly a term or condition of an employees' employment or a student's status;

2. submission to, or rejection of, such conduct by an individual is made the basis for employment or student status decisions affecting the employee or student;
3. such conduct has the purpose or effect of interfering with an individual's work or student performance;
4. retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with his or her work or school performance; or
5. a hostile or intimidating environment is created for the employee or student.

Violation of Policy

Any employee or student violating this policy will be subject to appropriate discipline, including possible discharge for the employee by the Superintendent and expulsion for the student.

Committee Procedures for Complaints

1. Complaint

The Committee has designated Sexual Harassment Grievance Officers. The current Sexual Harassment Grievance Officers are as follows:

Personnel: Dr. Nancy Spitulnik, Interim Superintendent of Schools
Cortney Keegan, Business Manager, Alternate

High School: Kevin Maines, Principal
Desi Vega, Assistant Principal, Alternate

Middle School: Beverly Bachelder, Principal
Robert Godbout, Dean of Students, Alternate

Elementary: Samuel Cederbaum, Principal
Tracy Purvis, Adjustment Counselor, Alternate

Primary School: Cindy Socha, Principal
Nealy Urquhart, Director of Student Support Services, Alternate
Laura Nasuti, Special Education Team Chair, Alternate

If any employee or student believes he or she has been subject to sexual harassment, the employee or student should initiate a complaint by contacting the Sexual Harassment Grievance Officer as soon as possible. The employee or student should file the complaint promptly following any incident of alleged harassment. The employee or student should be aware that the longer the period of time between the event-giving rise to the complaint and the filing, the more difficult it will be for the Committee to reconstruct what occurred. The employee or student will be requested to write out his or her complaint to document the charge. Employees or student will not have to go through the regular chain of reporting procedures when reporting sexual harassment.

If the employee or student is uncomfortable contacting the Sexual Harassment Grievance Officer because he or she believes the Sexual Harassment Grievance Officer may not receive the complaint impartially, the employee or student may contact the Alternate Sexual Harassment Grievance Officer.

1. Investigation

On receiving the complaint, the Sexual Harassment Grievance Officer or Alternate will promptly have a confidential preliminary investigation made into the matter. If, after the completion of this preliminary investigation, it is determined that there is reasonable cause for finding a violation of this policy, the committee will notify the complainant and the charged employee or student of the finding orally. The charged employee or student will be requested to respond to the complaint. Additional investigation will be made to the extent appropriate in each case.

2. Decision

After the response of the charged employee or student has been made, and any further investigation, which may be warranted, has been carried out the Superintendent will make a final decision. If the Superintendent finds that the allegations in the complaint have been established by the investigation, the Superintendent will initiate discipline of the charged employee or student. Discipline will be appropriate to the offense and employees or students involved, and may include discharge or expulsion.

The complainant will be notified of the disposition of the investigation.

Acknowledgment of Receipt of Policy - Staff and students will acknowledge being informed of this policy by signing a form stating receipt and understanding of the policy.

Special Resources and Programs



School Adjustment Counseling

The School Adjustment Counselor at the Douglas Intermediate Elementary School addresses the academic, social, and emotional needs of students in grades 6-8. There is a strong collaboration with parents, teachers, and staff to ensure that each student can reach their full potential.

Some of the services provided by the Adjustment Counselor are:

- Individual counseling
- Referrals for outside counseling and other resource assistance
- Crisis assessment and intervention
- Completion of developmental assessments as part of the Special Education testing process
- "Lunch Bunch" social skill-building groups
- Teacher consultation and support
- 504 Coordination
- SAT (Student Assistance Team) coordination
- PBIS (Positive Behavioral Intervention Systems) coaching and planning

Student Assistance Team

The Student Assistance Team (S.A.T.) is a **resource for teachers** who are **concerned about a student's academic performance or behavior**. This team of teachers and staff members listens to the teacher's description of the problem and offers strategies that can be used to address the student's needs. This collaborative approach helps our staff find ways to offer assistance to students having difficulty.

Class Trips:

No trips will be taken by any class unless duly authorized by the Principal and appropriately chaperoned. A **student will not be allowed** on the field trip if **any of the following have taken place**:

- Excessive detentions with classroom teachers.
- Excessive office detentions.
- Repeated failure to serve detentions.
- Repeated classroom disturbances.
- Excessive suspensions from school and/or in-school suspensions.

Student Council-Sponsored Activities/Field Trip Guidelines:

Douglas Middle School prides itself on students who value academic effort, show positive behavior, demonstrate good citizenship, and are exemplary role models to others. Students who have excessive absences or tardies, frequent disciplinary referrals to the office (more than 3 per quarterly term), or serious inconsistency in completing homework may put themselves at risk for eligibility to participate. We encourage students to display high standards of behavior and effort in order to be eligible to participate in all activities.

Student Council (Grades 6-8):

The Student Council is made up of approximately 24 students in grades 6 and 7 (2 from each homeroom), elected by their peers to represent the student body as leaders in the school. The council and teachers elect a president, vice president, secretary, and treasurer to provide leadership in planning and conducting activities that are service-oriented, as well as special activities to build community within the student body, such as spirit weeks, student socials, and dances. Members of the Council also take turns running the school store during lunch periods, serve as hosts to visitors, and participate in leadership workshops offered by the National Association of Student Councils (NASC).

Extracurricular Activities

We are proud to offer extracurricular activities in addition to the regular grade-level curriculum for students at Douglas Intermediate Elementary School. We believe that extracurricular activities are an integral aspect of school life, and help students learn as well as develop positive attitudes, sportsmanship, and effective social skills. These activities enhance and extend learning beyond the school day.

The following extracurricular activities are offered for students at Douglas Middle School:

**Extracurricular Activities
Douglas Middle School**

2014-15

(Once co-curricular positions are posted and filled, and more information on Middle School sports is available, this section needs updating for 2014-15.)

Activity	Gr. Levels Eligible	Days/Times of Mtgs.	Description	Advisors
Student Council	Gr. 6 -8	After school/year-round	Student Council members conduct fundraisers to raise money for community service projects. They also plan and help to conduct community-building activities for students that promote school spirit and contribute to a positive school climate. They plan special events throughout the year, and also run the IES School Store.	Gr. 6 – M. Towle Gr. 7 – K. Hayes
LEGO Robotics	Gr. 6-8	After school/late Sept. through Dec.	Any student may apply; 20 students (two teams of 10) are selected for participation, based upon teacher recommendation and essay.	J. Findlay and K. Graveson
Band and Chorus	Gr. 6-8	Lessons/rehearsals mostly scheduled during the school day, schedule permitting. Extra combined rehearsals are scheduled after school in order to prepare for performances.	Students begin instrumental lessons in Gr. 4 and 5. They have a weekly lesson during the school day and create a band ensemble for a concert in June. Grade 6, 7, and 8 rehearse during the school day and perform in 2 concerts and 2 parades, as well as attend a music festival annually.	G. Elliott
Show Choir	Gr. 6 - 8	After school on Thursdays	Students are selected for this group, based on the audition process.	D. Ternullo
Jr. Band Auxiliary	Gr. 6 - 8	Students sign up for lessons and	Students sign up for lessons on flag, baton, or rifle. This is the	K. Gray

		practice. Small group sessions are held on Thursdays between 4 p.m. and 8 p.m. (starting in late September), with individual 30-min. or 45-min. lessons offered.	feeder group for the HS Auxiliary.	
Yearbook	Gr. 6 - 8	Students typically meet on Wednesdays; some work on the yearbook is done independently.	Any student who volunteers may help out on the yearbook staff.	E. White
Boys' Middle School Basketball	Gr. 7-8 Boys	Practices will begin in late November and will be held every day after school until 5 p.m. or so, unless students have a game, which they will play at the high school. In mid-November, a winter pre-season meeting with the coaches will be held at the DHS Auditorium. Students wishing to try out for MS basketball should attend this meeting with their parents.	Game Schedule for 2014-15 TBA.	
Girls' Middle School Basketball	Gr. 7-8 Girls	Practices will begin in late November and will be held every day after school until 5	Game Schedule for 2014-15 TBA.	

		<p>p.m. or so, unless students have a game, which they will play at the high school. In mid-November, a winter pre-season meeting with the coaches will be held at the DHS Auditorium. Students wishing to try out for MS basketball should attend this meeting with their parents.</p>		
Middle School Cross Country	Gr. 6-8 Boys/Girls	---	---	
Middle School Track & Field	Gr. 6-8 Boys/Girls	---	---	
High School Field Hockey	Gr. 6-8 girls are eligible to try out for this team.	<p>Pre-season practices will begin at the end of August, and will be held every day after school until 4:30 p.m., unless there is a game. Announcements will be made in June for a pre-season meeting to be held at the high school for students who would like the opportunity to try out in the fall.</p>	---	
Middle School Cheerleaders	Gr.6 – 8 students are allowed to	Practices begin in late fall and continue through basketball season.	---	

	try out for this team (as well as students in grade 8.)	Performances @ middle school basketball games; competitions @ home and away.		
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Massachusetts

Interscholastic Athletic Association

(MIAA) Rules



MIAA Rules

(Massachusetts Interscholastic Athletic Association)

Douglas Middle School abides by all rules which are in the current MIAA Blue Book.

Academic Requirements

To maintain academic eligibility for any middle level, junior varsity, or varsity athletic team, a student may fail no more than one course, either major or minor. Major courses are English, science, social studies, math, and foreign language.

Academic eligibility for a given term shall be official on the date that report cards for the previous term were issued (i.e., eligibility for the second quarter is determined the day first quarter report cards are issued).

The fourth term report card shall be used to determine eligibility for the following fall sports season. Incomplete grades may not count towards eligibility for the following fall sports season.

Incomplete grades may not count towards eligibility for the following fall sports season.

A student receiving services under CMR 603 through an individual education program whose grades alone may disqualify him/her from participation may be declared academically eligible by the Principal provided that all other eligibility requirements are met.

Chemical Health

During the season of practice or play, a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. It is a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. Member schools are aware that this rule represents a minimum standard upon which schools could develop more stringent requirements.

Penalties for violation of the Chemical Health policy are:

First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next 2 consecutive interscholastic events, or 2 weeks of a season.

Second and Subsequent Violations: When the Principal confirms, following an opportunity for the student to be heard, that a second or subsequent violation has occurred, the student shall lose eligibility for the next 12 consecutive interscholastic events, or 12 consecutive weeks, whichever encompasses the greater number of contests in which the student is a participant.

Steroid Use

Anabolic androgenic steroid use by students in school sports is of grave concern. Some athletes in sports use steroids and the seriousness of the problem has been well documented recently. A recent study indicates that more than 6% of high school seniors use steroids. About two-thirds of them tried steroids before the age of 16. The use of steroids by athletes involved in sports at the Douglas Intermediate School is strongly prohibited.

Douglas Middle School

Athletic Regulations

1. Athletes must be in school by 10:45 A.M. to play or practice that day.
2. Athletes must ride to and from events on the team bus, follow bus regulations, and must dress according to the policy dictated by the respective coach.
3. Athletes must be in school, and on time, the day following a competition.
4. Athletes must abide by Douglas Intermediate Elementary School's rules of behavior as well as the athletic regulations. A student athlete may be suspended or dismissed, resulting in the loss of any individual or team awards for failure to follow these guidelines.
5. Athletes are responsible for any equipment or uniforms issued to them. They will have to pay the cost of any article not returned at the end of the season.

The following offenses will be dealt with according to team rules or Douglas Intermediate Elementary Rules and Regulations:

1. Missing or being late for practices or games without prior notification to the coach.
2. Disrespect toward a coach or game official.
3. Any other actions unbecoming of a Douglas Intermediate Elementary School student/athlete that are not covered by the rules of behavior or athletic regulations.
4. All students are required to have a physical exam before they may practice or play any sport.
5. All athletes must have their athletic program participation form signed by their parent or guardian before they may practice or play.
6. All athletes must have school insurance or some other plan in order to participate in the Douglas Athletic Program.

Internet Safety and Acceptable Use Policy

Douglas Public School District
Internet Safety & Acceptable Use Policy

Revised by Director of Technology/Technology Vertical Curriculum Team: April 2008

Introduction

The purpose of the Douglas Public School's Internet Safety & Acceptable Use Policy is to provide guidelines for using computer technology while complying with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act. Throughout the course of this document, both of the protection acts will be referred to jointly as CIPA. The Internet Safety & Acceptable Use Policy will be referred to as the AUP.

The Douglas Public School District offers access to computer technologies, the Internet, and electronic communication to students, employees, and patrons, provided that these resources are used in a responsible, legal and ethical manner to enhance educational learning.

The term "user" includes - but is not limited to - students, teachers, staff members, administrators, and members of the community who use the District's computer resources.

It is the policy of the Douglas Public School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

"Inappropriate Material", materials "harmful to minors" and the technology protection measure will be further defined within this AUP in section B - *Access to Inappropriate Material*. Prevention of unauthorized access and other unlawful online activity will be further defined within this AUP in section C - *Network Usage - Part 4 - Illegal Activities*.

Prevention of unauthorized online disclosure, use, or dissemination of personal identification information of minors will be further defined within this AUP in section C - *Network Usage - Part 1 - Personal Safety, Security and Privacy*.

Computer Technologies and Internet Access

Access to computer technology resources and the Internet are **privileges, not rights** offered to users at the discretion of the school and District administrators. Only authorized users may log on using the District's computer technologies and/or Internet access connections.

Any technology connection physically on district premises, remote connections (RAS, VPN, etc.) or wireless technologies which utilize district resources and/or an Internet connection are subject to the policies stated within this AUP and CIPA.

A. Educational Purpose

1. Computer technology resources and Internet access have been implemented for the purpose of educational enhancement. The term "educational enhancement" includes

support of classroom activities, assignments, curriculum development, enrichment, and career development, as determined by the classroom teacher or administration.

2. The computer technology resources and Internet access have not been established as a public access service or a public forum. The District has the right to place reasonable regulations on the material accessed or posted through these resources.

3. The Internet may not be used for non-authorized commercial purposes; therefore, non-authorized products or services must not be offered, provided, or purchased through the Internet.

4. Computer technology and/or the Internet may not be used for political lobbying. However, resources to communicate with elected representatives and to express opinions on political issues may be utilized.

5. Computer technology and/or the Internet may not be used for any unlawful or criminal activities, including violation of any criminal or civil laws or regulations.

B. Access to Inappropriate Material

1. Technology Protection Measures

a. To the extent practical, technology protection measures shall be used to block or filter the Internet, other forms of electronic communications, and access to inappropriate information. Specifically, as required by the Children's Internet Protection Act (CIPA), blocking shall be applied to:

i. visual depictions of material deemed obscene as the term is defined in section 1460 of title 18, US Code

ii. child pornography, as the term is defined in section 2256 of title 18, US Code

iii. Material deemed "harmful to minors"

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts (refer to section 2246 of title 18 US code), or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

b. In addition to blocking of materials that are "harmful to minors" as described above and within CIPA, the District will enable blocking protection measures for additional web sites and materials that are not within the District's educational curriculum. Blocking protection shall be applied to materials that are illegal, promote violence, profanity, intolerance or violates District/school policies. This may include any site that does not contribute to educational pursuits.

c. Blocking of additional websites will be maintained by the Technology Director.

d. The technology protection measures may be temporarily bypassed when requested by staff only for bona fide research or other lawful purposes. Only the District technology administrators will have the authority to disable filters for adult bona fide research.

e. District administrators may request proof of age identification for users before disabling filters for "adult bona fide research."

f. Inadvertently blocked web sites that conform to the policies stated in this AUP and CIPA may be unblocked by the technology administrators after a thorough

review by school and District administration for educationally suitable, age appropriate content.

2. **User Policies Concerning Access to Inappropriate Material**

- a. Computer technologies and/or the Internet may not be used to access material that is profane, obscene, pornographic, advocates illegal acts, advocates violence or discrimination towards other people.
- b. If a user mistakenly accesses inappropriate information, he/she should immediately notify the technology administrators and appropriate faculty members in order to be protected against a claim of intentional policy violation.
- c. Parent(s) or guardian(s) of students should provide guidance and instruction to their children regarding material that would be considered inappropriate and inconsistent with family, religious or ethnic values. Any web site or e-mail message that is inappropriate or inconsistent with these values should be promptly disclosed to faculty or school administration.

C. Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Douglas Public School District's computer technologies and Internet access when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Internet safety is taught in all technology classes and safe use of technology is reinforced by all teachers when using technology in the classroom. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

1. Personal Safety, Security and Privacy

- a. Users will not disclose, use and disseminate personal identification information regarding minors. Personal identification information includes: address, telephone, {photograph, and school records.}
- b. Users will not post personal information about another person. This includes physical or sexual harassment or cyber-bullying.
- c. Users will not agree to meet with someone met via the Internet.
- d. Users will promptly disclose to faculty or school administration any Web site or E-mail message that is inappropriate or makes them feel uncomfortable.
- e. Passwords are not transferable. A user account is limited to use by the person to whom it is issued. Use of another person's account or providing unauthorized access to one's account constitutes grounds for termination or restriction of access privileges. Users should take precautions to keep their passwords confidential.

2. E-mail & Electronic Communications

When using E-mail, chat rooms or other forms of electronic communication; users should be aware that their messages are the property of the Douglas Public School District. All messages are archived. They may also be copied, printed or forwarded by recipients. E-mail users should use professionalism and maturity in composing or distributing messages. Under Massachusetts law, all electronic messages received or sent by school employees are considered public records and are subject to the requirements of the Public Records Law. M.G.L. Chapter 66.

The technology administrators will assign E-mail accounts to employees at the request of school administration. Student E-mail accounts will be allowed only if an account is needed to perform communications for a currently enrolled course. Faculty members offering courses that require student E-mail addresses must provide the technology administrators with a formal request for an account. Students must request consent from faculty before each usage of E-mail, chat rooms, blogs, instant messengers, or other forms of electronic communications.

Students are not to use electronic communications unsupervised.

Any user who observes another user abusing, inappropriately using, or failing to follow any of these guidelines shall report this to a teacher or an administrator.

3. **Use of Personal Computer Technology**

- a. Students may not use any personal accounts to communicate on the Internet unless the accounts have been assigned by District faculty or the technology administrators.
- b. Students may only use District-approved computer resources to access the District's network or Internet connection(s). Students must request approval for each connection time when the computer equipment being connected to the District's resources is not owned or leased by the District. Approval will be determined by the Technology Director. This equipment must be used in accordance with network security policies established by the District technology administrators.
- c. Employees, students, and visitors who wish to use personal equipment or accounts to communicate through the district's Internet access must also comply with the policies stated within this AUP, CIPA and any other network security policies established by the District technology administrators. This includes - but is not limited to - cell phones, personal music devices, handheld computing devices, and other evolving technologies.
- d. The use of any recording devices to record or broadcast the activities of any person on school property without the express knowledge and consent of the subject is strictly prohibited. This prohibition does not apply to performances, sporting events, and other publicly attended events.

4. **Illegal Activities**

- a. **Hacking** - Users will not attempt to gain unauthorized access or go beyond their authorized access when connecting to technology resources available in the Douglas Public School District or to any other computer system through the use of the Internet so called "hacking".
- b. **Eavesdropping / Wiretapping "sniffing"** - Users will not listen to or decrypt any electronic communication that is not meant for their attention.
- c. **Spoofing** - Users will not attempt to use the computer technologies to illicitly impersonate or assume the name of another computer system.
- d. **Port Scanning** - Users will not generate an attack on any host for the purpose of finding vulnerabilities in active ports.
- e. **Viruses** - Users will not make deliberate attempts to disrupt the computer system or destroy data by uploading, downloading or spreading computer viruses by any other means. The District has implemented virus protection software; users must not uninstall or disable this software. District virus protection procedures must be followed in order to prevent the inadvertent spread of computer viruses.
- f. **Denial of Service (DOS)** - Users will not generate an attack by monopolizing system resources so that other users can not gain access to technology resources and the Internet.
- g. **Other Illegal/Non-authorized Activities** - Users will not use the District's computer resources to engage in any other illegal/non-authorized acts such as - but not limited to - arranging for a drug sale or the purchase of alcohol, entering into criminal gang activity, threatening the safety of a person, and gambling.

5. **System Security**

- a. Users must immediately notify a technology or school administrator if they have identified a possible security problem. **USERS MUST NOT** intentionally search for a security problem because this activity may be construed as an illegal attempt to

gain access.

6. **Dial-In Access**

- a. VPN, RAS or any other dial-in means is restricted to Douglas Public School District employees and authorized students for the purpose of distance learning.

D. **Inappropriate Language**

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2. Users must not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Users must not post information that could cause damage or a danger of disruption.
4. Users must not engage in personal attacks, including prejudicial or discriminatory attacks.
5. Users must not harass others. Harassment is persistently acting in a manner that distresses or annoys another person. **If a user is told by another person to stop sending him/her messages, the user must stop!**
6. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

E. **Supervision and Monitoring**

1. It shall be the responsibility of all members of the Douglas Public School District to supervise and monitor usage by a minor of District computer technologies and the access to the Internet through District resources in accordance with this policy and CIPA.
2. In addition to supervising and monitoring usage by a minor, the District will continue to monitor District computer and Internet usage of students until the student is no longer enrolled in the District.
3. The technology administrators may install and enable devices for the purpose of routinely monitoring network resources and activities.

F. **Data and System Resource Limitations**

1. Users must not change copy, delete, read or otherwise access data or software programs without the permission of the owner or the technology administrators.
2. Users must not download or save files that will consume large amounts of data resources.
3. Users must not post chain letters or engage in "spamming". Spamming is sending or replying to irrelevant or inappropriate messages to a large number of people which may lead to the disruption of services.
4. Users must not modify or change computer settings which may affect the functionality or navigation of software when accessed by other users.
5. Users must not install software on any computer system without permission of the technology administrators. Software installations must conform to the said vendor's copyright agreement. Software licensing agreements must be provided to the technology administrators.
6. Users may neither install nor have access to any unauthorized executable files.
7. Users must not vandalize or intentionally damage any computer technology.
8. Users must not remove computer technologies without the consent of the technology director and school or District administration. This includes hardware, software and data.

G. **Plagiarism and Copyright Infringement**

1. The user must not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them without giving proper credit.
2. The user must respect the rights of copyright owners. Copyright infringement occurs when a user inappropriately reproduces a work that is protected by a copyright. For example, copyrights may apply to software, documentation, music, video, and graphics. If a work contains language that specifies appropriate use of that work, the user must follow the expressed requirements. If a user is unsure about whether or not he/she may use a particular work, permission must be requested from the copyright owner.
3. Any and all sources used, including multimedia, must be cited in the proper format.

H. **User Rights**

1. **Free Speech**

A user's right to free speech applies to his/her Internet communications. Use of technology resources and the Internet from the Douglas Public School District is considered a limited forum, similar to any school publication, and therefore the District may restrict a user's free speech for valid educational purposes.

2. **Intentional Violations**

The Douglas Public School District is aware that policy violations may occur when a user is involuntarily routed to sites that contain inappropriate material. Therefore, disciplinary action shall only result when the policy is willfully and intentionally violated. The Douglas Public School District reserves the right to discipline any user for violations of this policy when it is apparent that the user knew, or should have known, that a policy violation was likely to occur as a result of the actions or inactions of the user in question.

3. **Privacy, Search and Seizure**

- a. The District retains ownership and control of its technology resources. Accordingly, all users possess no rights to privacy in regard to their use of District technology resources, including – but not limited to – District computers, the computer network, the electronic mail system (e-mail), the Douglas website, and Internet access. The District does not guarantee - and users should not expect - confidentiality, privacy, security, or ownership of the content of any information accessed, sent, received, created or stored, using technology resources, with the exception of databases storing confidential information. All users should be aware that electronic communications and other information sent via the Internet are accessible by third parties, specifically the Internet Service Provider.
- b. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy, the disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.

4. **Due Process**

- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the District's technology resources and the Internet.

- b. In the event there is a claim that a user has violated this policy and/or the disciplinary code in using the technology resources and/or Internet, he/she will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- c. If the violation also involves other violations of the disciplinary code, it will be handled in a manner described in the student or faculty handbooks. Additional restrictions may be placed on a user's use of the technology resources and/or Internet, which may include cancellation of privileges.

5. **Disciplinary Action**

Student violation of this policy and/or other Douglas Public School District policies shall result in one or more of the following consequences:

- a. Restriction, suspension or revocation of access privileges;
- b. Removal from a class activity;
- c. Removal from a course;
- d. Removal from an extracurricular activity;
- e. Detention, suspension or expulsion;
- f. Referral to the appropriate legal authorities for possible criminal prosecution;
- g. Civil liability

Staff violations of this policy shall be addressed by the District Administration.

I. **Limitation of Liability**

The District makes no guarantee that the functions or the services provided by or through the computer technology resources and/or Internet will be error-free or without defect. The District will not be responsible for any damage a user may suffer - including but not limited to - loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system.

J. **Adoption**

This Internet Safety Policy was adopted by the Douglas School Committee on: 06/26/2002. In compliance with CIPA, a public meeting was held on 05/22/2002, following normal public notice. The policy was revised by the Director of Technology/Technology Vertical Curriculum Team in April 2008, and brought before the Douglas School Committee on May 7, 2008, and again on May 21, 2008. This updated policy was approved by School Committee on June 18, 2008.

K. **Signed Agreement**

All employees and students must return a signed agreement page. Students must return the signed agreement page to their homeroom teacher within three days of the school

year's start date or time of enrollment.

L. Glossary

Cite – To attribute the source of information

Copyright infringement – Use of copyrighted work without permission or in violation of copyright law.

Cyberbullying – Use of technology such as e-mail, chat rooms, blogs, etc., to harass someone.

Executable file – File that runs or starts a program

Plagiarism – Presenting the work or ideas of others as one's own.

RAS – Remote Access Server

VPN – Virtual Private Network

First Reading: February 1, 2012

Second Reading: February 15, 2012

Third Reading: March 7, 2012

Adopted March 7, 2012

Guidelines for Use of E-Readers – Douglas Middle School – 2014-15

Students may use e-readers in school (such as Kindles and Nooks), with parental permission. The following guidelines are in effect regarding the use of these devices:

1. The Douglas Public Schools will not be held responsible for the loss or theft of e-reader devices.
2. Students are responsible for knowing how to properly and effectively use their e-reader.
3. The e-readers may only be used at designated times to be determined by the classroom teacher. E-readers are not to be used during lunch, in the hallways, or during outdoor recess time. The devices may be used during indoor recess with a teacher's supervision.
4. The e-readers may not be used to access the Internet for other purposes such as communication, entertainment, music, gaming, etc. They are to be used **for reading only**. All e-readers that have cellular and network capabilities must be disabled (turned off) while the device is at school.
5. Parents/guardians are asked to please identify the device with the student's name clearly marked on the device itself, rather than on the cover. We encourage students to utilize a personal password that is not to be shared with other students.
6. Failure to follow these guidelines will result in loss of the privilege to use the e-reader in school.

These guidelines do not apply to Apple iTouch devices (such as iPads and iPods), as well as cell phones.

Parents who grant permission for their children to use their e-readers in school are asked to fill out and return the *E-Reader Agreement Form* to their child's homeroom teacher.

Appendix

Federally- Mandated Programs

Appendix of Federally Mandated Programs

Douglas Staff Contacts

The following staff members are hearing officers in charge of mandated programs. Should you need to contact one, please check the list.

Information on each area is included in this book.

504 Coordinator	Nealy Koumanelis-Urquhart	508-476-4034
504 Building Coordinator	Beverly Bachelder	508-476-3332
Title IX	Cindy Socha	508-476-4100
Title VI	Nealy Koumanelis-Urquhart	508-476-4034
Special Education/ Student Services	Nealy Koumanelis-Urquhart	508-476-4034

Douglas School System does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Douglas School System also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance coordinator, Shellie Wilson, at 508-476-4034.

Massachusetts Bureau of Special Education Appeals
(781)338-6407
Office of Civil Rights, Region I
U.S. Department of Education
John W. McCormick, POCH
Room 222
Boston, MA 02189-4557

Student Records

State regulations governing student records are briefly summarized below. These regulations are available at the school for review.

A student's record consists of his or her school transcript and temporary record. The temporary record includes all information which is organized on the basis of the student's name, is relevant to the educational needs of the student and is kept by the school. A student's parent or guardian or an eligible student (who is at least 14 years old or has entered the ninth grade), has the right to inspect all portions of the student's record upon request to the school principal. The record must be made available to the parent, Guardian, or eligible student not later than ten consecutive workdays after the request is made, unless the parent or guardian or eligible student consents to a delay.

The parent, guardian, or eligible student may request copies of any part of the record. A fee may be charged for the cost of copying.

Confidentiality of Records

No individual or organization other than the parent, guardian, eligible student or school personnel working directly with the student is allowed access to a student's record without specific written consent of the parent, guardian or eligible student except in limited instances as specified by federal and state statutes and regulations governing student records.

Amendment or Deletion of Records

The parent, guardian or eligible student has the right to add relevant comments, information or other written material to the student's record. In addition, the parent, guardian or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a team evaluation. The parent, guardian or eligible student has a right to a conference with the school principal for the purpose of objecting to information contained in the record. Within a week after such conference, the principal must render a decision in writing on the objection. If the parent, guardian or eligible student is not satisfied with the principal's decision, her or she may appeal such decision to the school Superintendent and ultimately, to the School Committee.

Destruction of Records

A student's temporary record shall be destroyed no later than seven years after the student leaves the school system. A student's transcript may be destroyed no sooner than 60 years after the student leaves the school system. A school principal or his or her designee may destroy misleading, outdated or irrelevant information contained in the temporary record during the time the student is enrolled in the school system, provided the parent, guardian or eligible student has been notified in writing and given the opportunity to inspect and copy any of the information prior to its destruction.

Policy on Release of Student Record Information

Pursuant to the federal and state regulations governing student records, Douglas Public Schools may release certain information concerning *your child/you* to third parties without first obtaining your consent unless you notify Douglas Public Schools in writing that you do not want such information to be released. "Third Parties" are defined in these regulations to be "...any person, private or public agency...or organization other than the eligible student, his/her parent, or authorized school personnel." 603, CMR 23.02. For example, third parties to whom Douglas Public Schools may release student record information would include PTOs, the Douglas Schools Foundation, and newspapers which report on student activities, etc.

The information that may be released is limited to the following:

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.

Students fourteen (14) years of age or older or who have entered the ninth (9) grade are entitled to receive this notification regarding the release of student record information. If you do not want this information concerning your child/yourself to be released without your consent, please send written notification to the office of your school principal no later than Friday, September 27, 2013. You will be asked to review this policy annually.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Douglas Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Notification of a Parent's Right to Know Teacher Qualifications

The No Child Left Behind Act (NCLB) allows Parents or Guardians to request information about the professional qualifications of their child's classroom teachers. The parent/guardian will be provided with the following information on request:

- whether the teacher has met state certification or licensing requirements for the classes being taught by the teacher;
- the teacher's degree major and other graduate degrees or certifications held by the teacher identified by field or discipline; and
- whether the child is receiving services from paraprofessionals, and if so, their qualifications.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family
6. relationships;
7. legally recognized privileged relationships, such as with lawyers,
8. doctors, or ministers;
9. religious practices, affiliations, or beliefs of the student or parent; or
10. income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of

1. any other protected information survey, regardless of funding;
2. any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use

1. protected information surveys of students;
2. instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. instructional material used as part of the educational curriculum.

Douglas has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Douglas will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Douglas will also directly notify parents and eligible students, (such as) through either U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

Collection, disclosure, or use of personal information for marketing, sales or other distribution.

Administration of any protected information survey not funded in whole or in part by ED.

Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605

(Information from the U.S. Department of Education)

PPRA Notice and Consent/Opt-Out for Specific Activities

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

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings. You will be sent notification prior to any of these activities.

Section 504 of the Rehabilitation Act

Section 504 is a Civil Rights Law which prohibits discrimination based upon disabilities and requires that schools as well as other publicly funded organizations make reasonable accommodations to ensure equal participation by individuals with disabilities. The spirit and intent of the law is to remove barriers to employment, education, and communication.

Students who have a physical or mental impairment which substantially limits one or more major life activities, have a record of such impairment, and/or are regarded as having such impairment are eligible. Section 504 calls for a group of individuals (parents, teachers, administrator, nurse...) knowledgeable about the student to make the determination that:

1. there is a disability and
2. the disability **substantially** (as opposed to mildly or moderately) limits a major life function. It is important to note that learning is considered a major life function

The student's Guidance or School Adjustment Counselor, based upon the input of the aforementioned group writes the plan. This plan is provided to the parent and all school system personnel who will provide the accommodations outlined in this plan. A copy of this plan is placed in student record and reviewed whenever there is a significant change.

Student Support Services: Special Education

In Massachusetts, the special education system is based federal special education law, the Individuals with Disabilities Education Improvement Act (IDEIA, 2004 CFR 300) in concert with the state special education law (MGL Ch. 71B 603 CMR 28.00). These laws protect students with disabilities who are eligible for special education and guarantee them an Individual Education Program (IEP) to meet their unique needs. The Douglas Public Schools provides a full continuum of special education services for students with disabilities ages 3-22 (without a high school diploma) who have been found eligible for special education.

Early Intervening

Early intervening is a response to intervention (RTI). This reflects the school district's responsibility to make every effort to assist a child before making a referral to special education. A procedure is in place in every school in the District to provide the necessary supports to students prior to referral.

Referral to Special Education

When a parent or professional identifies a child as possibly needing special education and related services a referral is made to begin the special education evaluation process. The evaluation process adheres to specific timelines enumerated in the aforementioned regulations. Parents are strongly encouraged to discuss their child's need with their child's teacher as well as discuss the range of options available including early intervening up through a full evaluation.

Parents have the right to make a written request to immediately commence the evaluation process. Such requests should be addressed to the building Principal. If you have any questions or concerns please feel free to contact the Director of Special Education or the Special Education Coordinator at 508-476-4034.

Evaluation Process

The evaluation process' data drives eligibility determination. Parental consent is required for trained specialists to complete these evaluations. Parents have a right to the assessment reports two days before the team meeting.

The Team Meeting

The Team which consists of parents, special educators, regular educators, the Special Education Coordinator, related service providers, an individual who can interpret the instructional implications of the evaluation results and the student (where appropriate) meets to decide the following:

- Eligibility
- IEP Services
- Placement

Eligibility requires a response to the following questions:

- Does the child have a disability? If so, what type?
- Does this child's disability result in an inability to make effective school progress?
- Does the child require specialized instruction to make effective progress or require related services to access the general curriculum?

Disabilities for Eligibility include:

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

Services and placement are decided by the student's educational Team. Students individual needs drive these decisions and are reflected in the development of an Individual Education Program (IEP).

For further information relative to special education procedures, please feel free to contact your child's Principal or the Special Education Office at 508-476-4033.

NOTES: