

Norwood Public Schools

Elementary Student Handbook



Diane Ferreira, Balch School Principal
Scarlett Grandt, Callahan School Principal
Kerry Hutchins, Cleveland School Principal
Steven Olsen, Oldham School Principal
Bryan Riley, Prescott School Principal
Michael Baulier, Willett Early Childhood Center
TBD, Little Mustangs Preschool Academy



September 2023

Dear Elementary Families,

We are excited to welcome your family back for the 2023-2024 school year!

In this handbook you will find a number of important policies that pertain to your elementary aged child. If you have questions about logistics about the school day (pick up, drop off etc.), those can be answered by your building principal. We look forward to a great school year!

Should you have any questions, we encourage you to reach out to your child's teacher or the building principal.

Best,

Diane Ferreira, Balch School

Scarlett Grandt, Callahan School

Kerry Hutchins, Cleveland School

Steven Olsen, Oldham School

Bryan Riley, Prescott School

Michael Baulier, Willett Early Childhood Center

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NORWOOD PUBLIC SCHOOLS

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August 2023

Dear Families,

It is my pleasure to welcome you to Norwood Public Schools for the 2023-2024 school year. The Schools are focused on meeting our students needs and partnering with families to facilitate personal and academic growth. We will again build on the lessons from last year in culturally responsive teaching practices to enhance and personalize learning for your child. This year we will also begin professional development on trauma informed teaching to better serve our diverse population. The Mission of the Norwood Public is to provide each student with a comprehensive and innovative education in an inclusive, safe, and supportive environment. This mission statement is central to our work to accelerate learning as we work to recover from the pandemic. This handbook is provided to make certain that each student and their family has full knowledge and access to the rules, expectations, and day-to-day procedures to ensure success in the Norwood Public Schools. Thus, it is imperative that you review this document together, and should you find any questions or concerns, please be sure to contact the administration at your student's school.

We are fortunate to have the support of this great community as we work to foster the growth of your student both individually as a person and academically. Central to this effort is good communication between the home and school that creates a partnership focused on ensuring a successful year.

Sincerely,

David L. Thomson, Ed.D.
Superintendent of Schools

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ADMISSION AND SCHOOL ENTRY REQUIREMENTS

AGE REQUIREMENTS FOR ADMISSION (School Committee Policy: JEB)

The age requirements for enrollment are:

Special Education Programs – Entrance age for special education students is three (3). (Refer to Chapter 766, section 310). Students without disabilities enrolling in the Integrated Preschool program as a peer role model must be three (3) years of age on or before August 31st.

Kindergarten - Children admitted to Kindergarten must be five (5) years of age on or before August 31st of the school year in which they enter. The admission of children whose birthdays fall after September 1st will be solely at the District's discretion.

First Grade – Children admitted to first grade must be six years of age on or before August 31st of the school year in which they enter. Initial admission of children to the first grade (or other grades) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

KINDERGARTEN SCREENING

Kindergarten screening is a state mandated process. In the spring before a student's kindergarten year, we administer a few assessments that examine some basic skills for all children. This screening process is designed to identify children who may need intervention services such as Multilingual Learning and reading support. It is also meant to identify students who may need additional screenings to help support their growth in the areas of fine motor, gross motor and speech and language. The data from the screening provides valuable baseline information as we monitor student progress throughout the fall and academic year. Students registering for kindergarten during the summer months are screened in September. Parents/guardians are notified if any further assessments are recommended after the kindergarten screening.

PRE-SCHOOL SCREENING

In accordance with Massachusetts Special Education regulations, the Little Mustangs Preschool Academy offers preschool screenings for children between the ages of 3 and 5 years old. The screening process is designed as a first step in identifying children to be referred for a more comprehensive evaluation and who may need special education services in the preschool years. Children are screened in the following areas of development: speech and language, articulation, pre-academic/cognitive concepts, visual fine/gross motor, and social development. Please contact the Little Mustangs Preschool Academy for additional information.

STUDENT'S RECORDS (School Committee Policy: JI, JRA)

A student's cumulative record is available for parents/guardians to examine. If a parent wishes to do so, they may request an appointment through the principal's office. Copies of students' records will be made available, however, a fee for photocopies may be charged.

These records are designed to be a useful collection of data about your child and include health information, standardized test scores, conference reports, and any other information helpful in assisting the student throughout school. Student records are stored within each building in a secure location. All individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.

According to Massachusetts Student Record Regulations, when a student transfers to a new school, the principal may send the "complete school record" without prior parental consent. If your child transfers to a new school, either in or out of Norwood, their complete school record will be forwarded to the new school, including but not limited to, discipline records, transcript, health record, and any Special Education records.

VISITORS/VOLUNTEERS TO SCHOOL (School Committee Policy: KBA, KI)

Parents/guardians and guests are welcome to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school district's mission and goals. Requests for classroom visitations by parents/guardians will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times.

ELEMENTARY ACADEMICS

ELEMENTARY CURRICULUM

Norwood Public Schools (NPS) curricula for K-5 students are aligned with the Massachusetts State Frameworks in Arts, English Language Arts and Literacy, English Language Development, Health, History and Social Science, Mathematics, and Science Technology Engineering. For more information on these state frameworks [go here](#). As the state updates its frameworks, NPS establishes committees to review and update its programs. This process is supported by the district's annual budget for curriculum renewal. Our K-5 Curriculum Overviews are posted on our website [here](#). Our vibrant library media program supports our core curriculum in many ways.

To teach research-based social-emotional skills and character development, we use [Second Step](#) at the pre-kindergarten and kindergarten level and [Character Strong](#) in the elementary grades. Both Second Step and Character Strong provide explicit, direct skill instruction. At the early childhood level, Second Step focuses on the power to grow by helping our littlest learners harness their energy and potential by teaching them to listen, pay attention, manage their behavior, and get along with others. In grades 1 to 5, Character Strong is designed to lead to three powerful outcomes: **Be Strong, Be Kind, and Be Well**. Instruction centers around 1 character trait per month. Generalization practices support students to apply skills and character traits beyond the lessons. Content is aligned with CASEL competencies and vertically-aligned from 1st through 5th Grade to build skills effectively. Character traits taught: **respect, empathy, cooperation, responsibility, perseverance, courage, gratitude, honesty, and creativity**.

HOMEWORK (School Committee Policy: IKB)

In developmentally appropriate ways, homework is designed to continue the learning process by challenging each child to study independently as they grow older. It provides an extension of activities begun in the classroom by the students under the guidance and direction of their teachers. Occasionally kindergarten students receive an activity to help reinforce a concept or skills but it is not regular practice at that age level.

The teacher will:

- Carefully plan homework assignments;
- Explain and demonstrate to the students in class what each assignment involves; examine,
- Correct, and return each assignment so that the student knows what to work on and how to improve
- Inform parents promptly if homework assignments are not properly completed.

The parents/guardians of a child should:

- Help the student develop good home study habits by setting aside appropriate time periods
- Show an interest in and willingness to assist their child with assignments
- Provide a suitable space for study; helping students to budget time between long-term and short-term assignments

- Encourage their child to seek individual assistance from teachers when assignments are difficult.

Students should:

- Record homework in agendas or in some way
- Put forth daily effort on homework completion
- Work with parents and teacher on organization of materials and time management

SECTION 504

Section 504 accommodations are provided to all students found to have physical or mental impairments that substantially limit one or more major life activities (including learning). The school has the responsibility to identify, evaluate, and, if the child is determined to be eligible under section 504, to afford access to appropriate educational services. Students determined to be disabled under Section 504 require a response from the regular (general) education staff within the general curriculum. A team of individuals knowledgeable about the student (including parents/guardians) reviews the nature of the student’s disability to determine whether and how the disability affects the student’s education, and to determine what accommodations and/or services are required. A variety of accommodations and services are offered in accordance with 504 Accommodation Plans; which are periodically documented and reviewed. The Chief Compliance Officer is the 504 Coordinator for the district.

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.” Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

Tiered Levels of support

Within the MTSS model, universal supports (Tier One) such as high quality, universally designed, culturally sustaining, and evidence-based curriculum, instruction, and assessments are provided for all students.

Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in his/her/their schooling.

Any and all students should have access to supports when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem solving. When data suggests that students require more or less intensive supports to aid either remediation or enrichment, they will move throughout the tiers based on that need. In addition, when a student receives interventions in tier 2, it should not replace tier 1 supports. These supports build upon one another. Moreover, students can move fluidly through tier 1, 2, and 3 supports as needed.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a school-level team utilized to provide teachers with support when students are not successful in the classroom setting. The Student Support Team exists to serve as a problem-solving team for all types of academic, social, and emotional learning issues. The membership of the Student Support Team at the elementary level includes the Principal, a Reading Specialist, grade level teachers, the Adjustment Counselor, and other parties who may provide insight into a particular student. . While parents are not typically included in the first SST meeting on a student, they will be invited to participate in subsequent meetings in the SST process. The Goals of the Student Support Team are:

- Prevention – The Student Support Team is accessible to all school personnel to prevent student learning problems or resolve them in their early stages.
- Problem Solving – The Student Support Team will apply a problem solving approach by clearly defining the problem, determining the root causes and identifying the needs of the students who are experiencing difficulties. •
- Intervention – The Student Support Team will develop and assist the teacher in implementing, based on the defined problem, appropriate interventions and will monitor progress to evaluate the results.

PROMOTION POLICY (School Committee Policy: IKE)

Elementary Level - Learning rates of students vary and, accordingly, the amount of time required for them to master the curriculum for a particular grade level will also vary. The decision to promote or retain a student shall be made in accordance with the following:

- A. The decision will be based on what is best for the individual child.
- B. Consideration will be given to the student's intellectual development, academic ability, levels of achievement, and physical/social maturity.
- C. Individual needs will be determined and an educational program to meet those needs will be developed.
- D. Student placement is a shared responsibility of the professional staff and principal working in cooperation with the student's parents.

At all levels of the School System:

- A. The requirements and circumstances for retention/promotion of students under Special

Education shall be an Evaluation Team decision conducted in accordance with State Department of Education Regulations.

- B. Any exceptions to the promotion policy shall be made only after careful consideration and approval of the principal, subject to the review of the Superintendent of Schools.

REPORT CARDS

Report cards are sent home with students in **grades 1-5** three times a year according to the following schedule:

Term	Marks Close	Report Cards Distributed
I	12/1/23	12/8/23
II	3/15/24	3/22/24
III	6/14/24	Last Day of School

Kindergarten/LMPA students receive two progress reports.

Term	Marks Close	Progress Reports Distributed
I	1/26/24	2/2/24
II	6/14/24	Last Day of School

ASPEN INFORMATION SYSTEM

Progress reports and report cards will be posted in ASPEN on the same day that a paper copy is sent home. Please visit the district website at <http://www.norwood.k12.ma.us/> for details on registering for ASPEN, or simply visit the main office.

TESTING

Elementary students are administered a variety of formal and informal assessments during their school experiences from Kindergarten through Grade 5.

The following information outlines the schedule of formal testing that will be conducted in all elementary schools.

Renaissance Star 360

Renaissance Star 360 is an adaptive assessment tool to benchmark what students know and do not yet know in ELA and math. Results are used to provide more personalized learning support for those students. We administer this assessment in the Fall, Winter and Spring so we can track student progress.

Early Literacy Screening

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of one minute fluency measures for assessing early literacy skills. These research-based tests are predictive of later

reading proficiency and are used to regularly monitor the development of reading skills in kindergarten through third grade. Within the MTSS model, educators analyze this data to inform instructional pacing, intensity, differentiation, and targeted intervention and to determine if additional assessment is needed. This assessment is a valuable tool for our teaching staff and is used in compliance with *603 CMR 28.03(1)(f)*. We administer DIBELS to all students in grades K-3 in the Fall, Winter, and Spring.

Massachusetts Comprehensive Assessment System (MCAS)

The MCAS is the DESE mandated state test. It helps teachers, parents, and students know where students are excelling and where they need help. Students in grades 3, 4 and 5 take the MCAS in ELA and Math. Students in grade 5 also take the MCAS in Science. MCAS is administered in the Spring. You can use this link to get up to date information regarding administration dates for Spring 2021. <http://www.doe.mass.edu/mcas/cal.html>

MCAS Testing and Attendance

We appreciate parental efforts to ensure that students are well prepared and attend school during our MCAS testing periods. Attendance plays a key role in our school's overall success in these state-mandated tests, so your support from home in getting your students to school is greatly appreciated.

ELEMENTARY TECHNOLOGY

At the elementary schools, technology is incorporated into all areas of the curriculum. Each general education classroom is equipped with a Touchview Interactive display unit and a document camera to support lessons taught in the classroom. Each elementary student is assigned their own laptop to utilize for the entire academic year.

DAILY STUDENT LIFE

SCHOOL DAY/HOURS (School Committee Policy: ID)

LMPA: 8:30-11:00, 8:30-1:30, 12:00-2:30

Willett Early Childhood Center:

7:55 am - Students may arrive on property/teacher supervision begins

8:10 am - School day begins

1:40 pm School dismissal begins

Grade 1-5 Schools:

7:35 am- students may arrive on property/teacher supervision provided

7:45 am - First bell rings- students enter building

7:50 am - Tardy bell- instruction begins

2:05 pm - Dismissal bell rings

HALF DAY/HOURS

LMPA:

8:30 -11:00 - Morning Session

12:00 -2:30 - Afternoon Session (No Afternoon Session on Wed.)

8:30 - 1:30 - Full Day Session (Wed. dismisses at 11:00)

Willett Early Childhood Center:

7:55 am - Students may arrive on property/teacher supervision begins

8:10 am - School day begins

11:10 am School dismissal begins

Grade 1-5 Schools:

7:35 am- students may arrive on property/teacher supervision provided

7:45 am - First bell rings- students enter building

7:50 am - Tardy bell- instruction begins

11:40 am - Dismissal bell rings

School lunch is served during half days

DISMISSAL (School Committee Policy: JH, JHD)

Students are asked to go directly home from school at dismissal time. If families wish to make any changes in their child's daily schedule at school such as early dismissal for a doctor's appointment or getting picked up at school by someone other than a parent/guardian, a note must be sent to the child's teacher signed by a parent/guardian informing him/her about that change.

DRESS CODE (School Committee Policy: JICA)

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

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

action in instances where individual dress does not meet the stated requirements.

Inappropriate dress shall be defined, but not limited to, an article of clothing that displays or promotes, in pictures or words, any foul, obscene or offensive language; any tobacco product or the use of tobacco product; any alcoholic product or the use of any alcoholic product; material of a sexual nature whether explicit or implied; any illegal substance or the use of illegal substances; acts of actual or implied violence; material reasonably likely to incite or cause disruption in a racial, religious, ethnic, or other context.

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

CELL PHONES & ELECTRONIC DEVICES

All cell phones and other electronic devices must be off and in backpacks and may not be used during the school day without the principal's permission. Students will be reminded to put cell phones away, if rule is ignored, cell phones may be confiscated. If parents/guardians must contact their children during the school day for an urgent matter, they should do so through the school office.

Students are not allowed to take pictures or videotape students, cell phones will be confiscated and parents/guardians will be notified if that occurs.

EMERGENCY DRILLS

Regular emergency drills for building evacuation as well as lock down are scheduled for students and staff. Students are instructed in proper fire safety, discipline and procedures in an emergency, and location of regular and alternative exits. Everyone is expected to take these drills seriously as there is always the possibility of an emergency. The following drills are held:

1. **Fire Drills:**

Four fire drills with Fire Department personnel in attendance are scheduled during the school year. Everyone is required to exit the building in an orderly fashion following proper procedures.

2. **Secure the Classroom:**

At least one "secure the classroom" drill is held in conjunction with the Norwood Police. Classroom teachers secure their classroom door and continue operations/teaching in their classroom.

3. **Run-Hide-Fight:**

Held at least one per year in conjunction with the Norwood Police. Teachers are provided a situation in which they have to decide to run from the building, hide in their rooms or fight.

MESSAGES/TELEPHONE

The main office of the school is the center of activity and often a very busy place. Therefore, parents/guardians will find day-to-day information can be exchanged best by sending an email directly to the teacher and/or a note with their child.

When you find it necessary to telephone your child at the school, please use the school's phone and not your child's cell phone. The message will be relayed to him/her. This should be done only in an emergency situation. **Please do not call or text your child during the school day**

with changes in dismissal or other information the office should know. If possible, all instructions should be given to your child before s/he leaves home in the morning. Students are only allowed to use the telephone in an emergency situation.

Teachers may be reached at any time through their emails. Teachers are available for phone calls for 15 minutes before school opens or after school is dismissed at 2:05 p.m. A message may be taken at any time for a teacher. Unless there is an emergency, the teacher will not be called to the phone during the school day.

PLAYGROUND

Students are expected to behave in such a manner that their actions do not pose a threat to the safety or well-being of themselves or others; specifically:

- A. There are to be no body contact sports other than tag-type games. Unnecessary roughness is forbidden along with teasing, harassment, or bullying.
- B. No objects other than proper play equipment are to be used on the playground.
- C. Playing should take place in areas designated and designed for the activity.
- D. Proper use of the permanent playground equipment is expected.
- E. It is expected that each student will assume a share of the responsibility for maintaining neat, attractive school grounds and buildings; hence no littering, defacing, or destruction will be tolerated.
- F. Under no circumstances should a student leave the school grounds during the school day unless authorized by the administrator in charge.

LOST AND FOUND

The school maintains a lost and found box in the cafeteria. If an article is left on the bus, you must contact the bus company dispatcher at **508-785-2234**. Please mark outer clothing (especially coats and sweatshirts) with students' names. Lunch boxes and backpacks also need identification..

FIELD TRIPS (School Committee Policy: IJOA)

A field trip is any trip off school property which does not include games and practices in connection with our athletic programs; as well as local, district, state, regional, national music festivals and rehearsals in connection with our music program, It does apply to those trips taken during school time, on week-ends, holidays and vacations.

When a class takes a field trip, parents/guardians are required to sign a field trip permission slip in order for their child to go on the trip. Students may be asked to bring a small fee to help defray costs of the trip. Regular school budget funds and PTO/PTA funds are used to pay for the balance of the trip.

A student may lose his/her privilege to attend a field trip due to inappropriate school behavior. Students not able to participate in a field trip shall be at school and involved in worthwhile curriculum-based activities. Excellent student behavior is expected from all students participating on a field trip. The behavior of students on field trips must always reflect the highest standards of the Norwood Public Schools. All school regulations are applicable on field trips.

Students who routinely take medication during school hours may be given this medication during field trips. Written permission from the parent/guardian is required prior to the field trip. These medications will be administered by an adult. Parents/guardians who have questions or concerns

regarding field trip medication should speak directly to the school nurse. This directive has been approved and certified by the Massachusetts Department of Public Health.

MILK AND LUNCH MONEY

Snack milk is available for purchase to all students mid-morning. Milk is also available for purchase during lunch. Lunch is available to students who wish to purchase lunch, which includes milk, fruit and juice. The school lunch program offers two choices daily and students order each morning in their classroom. At the Balch, Callahan, Cleveland, Oldham, Prescott and Willett schools we also offer breakfast before school.

We encourage parents/guardians to take advantage of our prepayment program called MySchoolBucks. This program allows parents to deposit money into their student's account with a check sent in to school, which should include the student's name, grade and PIN number, or on-line at myschoolbucks.com. You are also able to track your student's purchases with this program at no charge.

Please check out the school website or the local paper for the lunch menu.

NO SCHOOL INFORMATION

The main reason for calling off any session of school will be with regard for student safety. The Norwood Public Schools have three options for school closings in case of storm emergencies:

1. Closing school all day

The Superintendent will initiate a Parent Square message. This is a system where the Superintendent will start a town-wide messaging system to all households in the school system to announce the closing of school. *It is important that families update the school anytime there is a phone number and/or email address change.*

2. Delaying the opening of school by one or two hours

The length of the delay will be broadcast during the no school announcements. If the delayed opening option is in effect, elementary school students are to report to school one or two hours later. Bus students will be picked up by the buses at the regular stops one or two hours later also. In cases of delayed openings, parents/guardians are advised to use their own discretion in keeping their child home from school or school events during inclement weather.

3. Early dismissal

Dismissal of students during the school day is very rare. This option would be chosen only if severe weather conditions occur once the students have arrived at school or for other emergencies such as loss of heat, water, etc. (see Emergency School Closings Procedures for more information).

In the event that the Superintendent chooses one of these options, in addition to a Parent Square message, the information will be broadcast over the following radio or TV stations:

WBZ - 1030 AM	Channel 4
WCVB TV	Channel 5
WRKO - 680 AM	Channel 7
FOX TV 25	
All Local Cable Access Channels	

PTA/PTO

The purpose of the PTA (Parent Teacher Association) and PTO (Parent Teacher Organization) is to promote communication and understanding between parents/guardians and teachers, and to

enrich the students' school experiences. This association is open to all parents/guardians and teachers of Norwood Public School students. Monthly open board meetings are held in the evening and all parents/guardians are always welcomed and encouraged to attend. Parents/guardians are encouraged to contact the PTA/PTO Board members or the school office, if they would like to be more involved in the PTA/PTO.

There are many ways that parents/guardians can be involved with their child's school. For example, they can participate as an assistant in the library, ~~in the school store~~, as a room parent, on the school newsletter, and as an active member of the PTA/PTO. A sign up sheet is sent home in the spring, which explains various positions available in the PTA/PTO and its volunteer programs.

ELEMENTARY PROGRAMS/PERSONNEL

ART

Art is a learning experience that is an integral part of a child's world. A solid visual arts program is therefore an essential part of the total educational development and growth of children. The elementary art curriculum provides a background for understanding vocabulary, materials, techniques, and art appreciation. Interdisciplinary, multicultural and technology integration strategies are encouraged and achieved. These curriculum objectives are presented with sequential instruction during a weekly lesson with an art teacher. Grades 1-5 meet for a forty minute class. The Norwood Elementary Visual Arts Curriculum is aligned to the Massachusetts State Visual Arts Frameworks

EXTENDED DAY PROGRAM

781-440-5874

The Norwood Extended Day Program, sponsored by the Norwood Public Schools, will be offering Before School and After School services for students in Grades K-5. Registration is accepted on a first come, first serve basis. The number of slots will be based on building capacity. This is not a drop-off program, and your child must be registered to attend. A two day per week minimum enrollment is required. Those two days of the week are not interchangeable once selected. If your child attends Willett, you will need to know your home school when registering.

The Before School program's hours of operation are from 7:00 AM to 7:35 AM for grades K-5. Before school is closed if school opening is delayed due to inclement weather.

The After School program hours are as follows:

- Willett Hours 1:45 PM to 4 PM or 1:45 PM to 6:00 PM
- Grades 1-5 Hours 2:05 PM to 4:00 PM or 2:05 to 6:00 PM

The program is closed on professional and early release days. Extended Day follows the school calendar and is closed on all individual holidays recognized by the public schools.

HEAD TEACHER

There are times when the Principal is out of the building due to district wide meetings or leave. In those instances, there is a head teacher who acts as the principal's designee during their absence from the building. This may mean dealing with discipline problems that arise, parent concerns or the logistics of the building. When possible and appropriate, the head teacher consults with the principal on decisions.

HEALTH/PHYSICAL EDUCATION (School Committee Policy: ADF, IHAM, IHAM-R and IHAMA)

Health/Physical Education is an integral aspect in the physical and educational development of every child. Health, fitness and fun are words that epitomize this program. Classes are designed to provide knowledge and develop skills that will promote healthy active lifestyles. All K-5 students receive both health and physical education classes taught by a health and physical education teacher. The Health/Physical Education Curriculum is compatible with the established guidelines of the Massachusetts Curriculum Frameworks.

LIBRARY (School Committee Policy: IJL and IJLA)

Each elementary school has a school librarian. Classes are scheduled for students to come for classroom library visits, which include instruction and circulation. Parents/Guardians are informed by the teacher when their child's library period is scheduled so they may assist children in getting books back on time. The replacement of library books and materials that have been lost or damaged is the responsibility of the parent/guardian.

READING SPECIALIST

The specialist's role is multifaceted in that it encompasses a wide range of services and responsibilities. She/he is primarily responsible for directing and coordinating the reading program in grades 1 through 5. Small group instruction is also provided to address students' specific needs.

The reading specialist provides ongoing support to the professional staff in the area of literacy development. Solid understanding of the Massachusetts language arts frameworks is critical. The literacy specialist designs and models many critical reading and writing lessons for classroom teachers to enhance their understanding of standards based instruction.

Assessment is an integral part of the language arts program and it is the responsibility of the literacy specialists to train staff members in the implementation of running records, an informal procedure to track students' reading progress. The literacy specialist also serves as diagnostician and is trained to administer and interpret a wide range of diagnostic assessments. Knowledge and expertise in assessment is critical as the literacy specialist is called upon to present test findings and instructional recommendations to the Student Support and Special Education teams.

INTERVENTIONIST

The Interventionist's role is to support the implementation of Norwood's core Literacy and Math programs. They provide targeted, ongoing direct service in Literacy and Math to identified students. The interventionist collects and analyzes student data to help target the instruction. They also work directly with teaching staff to help utilize data in planning instruction.

MUSIC

Music is an essential part of our culture and community. It is also important to the development of the individual child. Therefore, classes, which teach children to sing, play, listen, perform and create, are integral to the music program. The elementary school music program provides general and instrumental instruction. There are several assemblies throughout the year, which provide opportunities for the students to perform. Third grade students are given the opportunity to begin violin lessons as well as to have recorder lessons in the classroom. Instruction on all band and orchestra instruments is offered in the fourth grade and continued in the fifth. Early in the school year information is sent home concerning lesson times and acquisition of instruments. Parents are reminded of the importance of regularly scheduled practice sessions at home.

PERFORMANCE ATTENDANCE POLICY

Students are required to attend all evening music programs presented by the students at the school. Parents/guardians will be sent notices in advance via their children of the date(s) and time(s) of the performance(s) and required attendance of the children. In the event of an emergency, illness, etc., a child would be excused from performing, providing that a written excuse signed by the parent/guardian is submitted to the principal. The faculty and music personnel appreciate your cooperation in these school-related activities.

PSYCHOLOGIST

The psychologist is a member of the team involved in the evaluation of those children who have been referred for testing because of learning or behavioral problems. Through informal observation and formal psychological testing, the psychologist can assess the level and style of the child's learning abilities in order to design the most effective educational program for that child. In addition, the psychologist will often function as a consultant to the classroom teachers and administrators regarding issues concerning the emotional and social development of children within a school setting.

SCHOOL ADJUSTMENT COUNSELOR

The School Adjustment Counselor services those children who have social/emotional issues or who present behavior problems in school. Students usually are referred by classroom teachers who are in a position to recognize symptoms of emotional upset, unusual behavior or poor social adjustment. The role of the counselor is to help the child manage these negative attitudes and underdeveloped social behavior so that he/she may function happily and successfully in school. It is realized that, if these children are supported during their earliest school years, severe behavior disorders and serious under achievement are usually avoided.

BEHAVIOR INTERVENTION SPECIALIST

The Behavioral Intervention Specialist provides crisis counseling and supportive measures to students to provide academic and mental health goals to students who otherwise could have been suspended or removed from the learning environment due to dangerous or chronic disruptive and/or noncompliant behavior. The Behavioral Intervention Specialist will meet with students and their families to work together to improve behavioral outcomes for elementary students. Teachers will receive guidance and support from the Behavioral Intervention Specialist with behavioral support plans, implementation of interventions, and restorative practices. The Behavioral Intervention Specialist will coordinate with the building principals and School Adjustments Counselors in each building to ensure best outcomes for students.

SPEECH/LANGUAGE SPECIALIST

Effective speech for every child is the major goal of the speech program in the Norwood Public Schools. In the regular classroom, time is devoted to developing oral language skills and speech expression. The classroom teacher receives assistance from the speech and language specialist who acts as a consultant and resource person. For children who have problems acquiring skills in speech correction beyond the scope and resources of the classroom, a special program is organized in which the specialist works with children in small groups and concentrates attention on individual speech problems. The specialist receives these referrals through the pre-school screening, parent(s) and teachers.

TITLE I (School Committee Policy: IHBD)

Title I is a federally funded support program that offers services to elementary students in Norwood. These support services are provided to students primarily in the area of reading/language arts. The Title I specialists, assigned to the eligible schools, work collaboratively with the classroom teachers to assist those children who have demonstrated a need for further strengthening and reinforcement in reading skills. Eligibility for Title I funding is based on the percentage of free and reduced lunch population in each elementary school. Individual students' participation is determined using selection criteria forms.

ENGLISH LANGUAGE LEARNERS (ELL) EDUCATION (School Committee Policy: IHBEA)

Norwood Public Schools offers comprehensive, direct, and high-quality instruction about the English language, including speaking, listening comprehension, reading, and writing as required to support an ELL's development of academic English. This instruction includes learning outcomes in speaking, listening comprehension, reading, and writing.

Norwood Public Schools is aligning the ELL curriculum designed by WIDA Consortium (World-Class Instructional Design and Assessment). The WIDA curriculum was designed to be a framework for the development of an English as a Second Language (ELD) curriculum. In addition, M.G.L. Chapter 71A requires that most limited English proficient (LEP) students be educated in a sheltered English Immersion (SEI) program. An SEI program consists of two components:

- Sheltered content instruction, and
- English as a second language (ESL) instruction

ESL education for limited English proficient students is provided, according to law and regulation, by a program designed to effect the mainstreaming of these pupils into regular education programs as they attain English fluency. Sheltered English immersion classes taught by licensed ESL teachers are offered to limited English proficient students. Classroom teachers have been and continue to be trained in Sheltered English Immersion.

Norwood Public Schools program consists of in-class instruction (SEI) and English Language instruction through a collaborative model of both push-in and pull-out instruction. The program is designed to ensure that students, who are limited English proficient, receive both English-as-a-Second Language instruction and sheltered content area instruction.

Federal and state laws require that limited English proficient (LEP) students be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In keeping with these laws, LEP students must participate in ACCESS for ELLs.

ELEMENTARY DISCIPLINE

ELEMENTARY DISCIPLINE PHILOSOPHY (FORMERLY “CODE”) (School Committee Policy: JK)

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

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians. Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation. The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

The elementary administrative team approaches elementary discipline in a holistic and developmentally appropriate manner which supports every student's academic and social emotional growth. It's expected that all students demonstrate self-respect, respect for others and for their greater school environment at all times. In school, we will work to reinforce behavioral expectations through setting clear expectations, recognizing positive behaviors and taking appropriate steps to support students in their meeting of these expectations. At each school, clear expectations for behavior are established and reinforced by school leadership, teachers and staff and, when necessary, appropriate consequences and supports are implemented. When behavior is addressed, it is done so in the moment and the consequences will be logical, timely and related to the disciplinary infraction.

As teachers establish meaningful relationships with their classroom communities, they will develop various positive reinforcements to recognize individual students or classes meeting or exceeding expectations. These positive reinforcements may be individual in nature (such as preferred activity time, choice of activities in the classroom etc) or class based (such as a themed reward day, extra recess or another reward decided upon by the class and teacher).

COMMUNITY EXPECTATIONS (School Committee Policy: KA, KBA)

At the elementary level, community expectations are set at both the classroom and school level. General expectations in classrooms and school communities include:

1. Being respectful of self, school-staff and the school environment
2. Being responsible for actions and behaviors

3. Doing your best work

Each teacher and school community will establish more detailed expectations utilizing these broad values as a framework.

SUPPORT SYSTEMS

The elementary leadership team is committed to fostering the social and emotional health of all students both inside the classroom and in the general community. The elementary school students are supported by a strong Social Emotional Learning curriculum in Character Strong that is directly connected to the CASEL Frameworks. Additionally, School Adjustment Counselors work hand in hand with classroom teachers and specialists to provide proactive supports to all students with the goal of ensuring every student has concrete strategies that address the core Social and Emotional Learning principles established by CASEL (Self- Awareness, Self-Management, Responsible Decision-Making, Relationship Skills and Social Awareness).

BEHAVIOR CONSEQUENCES/EXAMPLES (School Committee Policy: JIC)

These examples are meant to provide general guidance for how sample behaviors would be handled by the building principal. This is not an exhaustive list nor is it intended to dictate the exact consequences of each individual situation.

Teacher/Classroom Consequences (Level 1)	
Example Behaviors	Consequences/Supports
<ul style="list-style-type: none"> ● Being disrespectful ● Not following classroom, cafeteria or bus expectations ● Disruptive behavior ● Not following recess expectations 	<ul style="list-style-type: none"> ● 1:1 conversation with teacher ● Fix the situation (such as an apology) ● Positive reinforcements

Teacher/Principal Consequences (Level 2)	
Example Behaviors	Consequences/Supports
<ul style="list-style-type: none"> ● Repeated Level 1 behaviors without change ● Dishonesty ● Misuse of technology 	<ul style="list-style-type: none"> ● 1:1 conversation with teacher and principal ● Parent notification ● Potential loss of privileges (like using a computer if misused in the past) ● Individual behavior intervention plan if needed ● Routine check-in on targeted desired behaviors ● Positive reinforcements

Behavioral Interventions (Level 3)	
Example Behaviors	Consequences/Supports
<ul style="list-style-type: none"> ● Repeated Level 2 behaviors without change ● Bullying or physical intimidation ● Any behaviors listed under the “suspension” section below. 	<ul style="list-style-type: none"> ● Parent conference with teacher and principal ● Behavior intervention/plans in place ● Loss of related privileges ● Possible suspension ● Possible referral for further evaluation

DUE PROCESS (School Committee Policy: JII)

All students must be afforded due process whenever deprived of their rights to education through exclusion from regular classroom instruction or from school activities, including suspension, expulsion, and withdrawal of privileges. The right of due process includes the right to a fair hearing prior to any of the above exclusions, except for emergency removal of up to two days as described under M.G.L. Chapter 71, §37H ¾ where a hearing will be provided within the two day time period.

The Norwood Public School Discipline Code of Conduct is intended to be instructive, not punitive, and is based on the principles of preventive and positive discipline. It is focused on addressing the causes of misbehavior, resolving conflicts, meeting students’ needs, and keeping students in school and learning. Disciplinary offenses may vary from minor infractions to incidents that violate laws and have a substantially detrimental effect on the general welfare of the school. Likewise, the principal of the school may apply disciplinary strategies that range from intervention activities such as a new seating or classroom assignment to expulsion from school based on the severity of the infraction.

CATEGORIES OF REMOVAL (MGL Chapter 37, Section H ¾)

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal’s judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the

hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

In School Suspension – not more than 10 days consecutively or cumulatively

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

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

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

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

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

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

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

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

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

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

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

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

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

If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request. The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

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

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

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

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

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

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

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

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

Expulsion

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

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

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

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

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

Elementary Restorative Program

The elementary principals and Behavior Intervention Specialist are committed to providing alternatives to suspension, when appropriate and in accordance with MGL 37 3/4, so that students can remain in school. This includes families and schools partnering to ensure that relationships are repaired and students have the structures and skills able to meet the expectations of the school community.

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

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

Mass. General Laws c.71 § 37H ¾-Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H.5.

(b) (effective November 8, 2022)

Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a

request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

SUSPENSION (MGL Chapter 37, Section H ¾)

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

Offenses That May Warrant Suspension

1. Smoking and/or use of smokeless tobacco products (including vaporizers and electronic cigarettes) in the school building, school buses or on school grounds at any time. This will also include possession of tobacco products, vaping devices or a lighter.
2. The use of drugs or alcohol in school, school buses or school-sponsored activities, or prior to attending school or school-sponsored activities
3. Possession of drugs or alcohol or drug paraphernalia in school or school-sponsored activities
4. Involvement in the distribution (give, offer, barter, or exchange) of drugs (including tobacco or vaping related products) or alcohol in school or school sponsored activities.
5. Physical fight
6. Threat of physical attack
7. Physical attack /Battery (non-sexual)
8. Sexual Harassment
9. Sexual Assault
10. Theft (school, staff or student property)
11. Threat of robbery
12. Vandalism/Destruction of Property
13. Weapon on school premises
14. Bullying
15. Harassment
16. Hazing
17. Cheating/plagiarism
18. Failure to report to office when directed by a staff member
19. Repeated and/or intentional failure to comply with directives of any school personnel

20. Cutting class
21. Leaving school grounds
22. Insolent behavior, swearing, inappropriate or offensive remarks (not limited to swearing or profanity)
23. Threatening a member of the staff
24. Possession of stolen property
25. Intimidating behavior or instigating behavior in a manner that leads to an altercation or potential altercation
26. Any act that does not conform to the values and/or qualities articulated in the Norwood Public Schools' Mission Statement Administration reserves the right to increase the length of a suspension to any number of days up to and including ten (10). This would be done in situations that are considered to be severe or for repeated disciplinary transgressions and/or in situations where corrective measures have not been heeded by the student. It is the intent of the Norwood Public Schools to create and maintain a safe and secure environment in every school building. In addition to behavioral standards as stated in the Student Handbook, the principal has the discretion to determine whether an action is a threat to the maintenance of a safe and secure environment. Further, the principal has the discretion to determine what appropriate disciplinary actions are warranted.

SUSPENSION PROCEDURES (MGL Chapter 37, Section H ¾)

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

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation. A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

EXPECTATIONS OF ALL STUDENTS RIDING THE BUS

- Stand back from the roadway while awaiting arrival of the bus. They must refrain from throwing things or acting in a disorderly manner at the bus stop.
- Be picked up and discharged only at regularly scheduled stops.
- Enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination is reached.
- Keep arms, hands, and legs inside the bus.
- Keep all articles such as books, athletic equipment, musical instruments, etc. out of the aisle.
- Cell phone and electronic device use is prohibited on the bus, as it is in school. Cell phones should be stored in backpacks and may not be used without principal's permission.
- There will be no smoking on any school bus.
- There will be no eating or drinking on the school bus.
- There will be no disorderly conduct including shouting or throwing things on the bus.
- There will be no littering or defacing of the buses.
- THE EMERGENCY DOOR IS TO BE USED FOR EMERGENCY ONLY.
- Pupils will not needlessly touch any safety equipment on the bus.

SCHOOL BUS BEHAVIOR CONSEQUENCES

Pupils who fail to understand their responsibilities when riding the school buses may forfeit the privilege of riding the bus either TEMPORARILY OR PERMANENTLY. Families will NOT be reimbursed for fees lost when their child is removed from the bus for disciplinary reasons.

Students will be subject to the following procedure of written reports and subsequent actions:

- A written report of misbehavior by the bus driver will be submitted directly to the building principal. This report will be followed by an investigation of the complaint by the principal and/or his/her designee.
- When the principal deems it appropriate, parents/guardians shall receive a written “first” notification of the problem with the warning that the second notification will lead to the child losing the privilege of riding the bus for one week.
- The third written notice will require that a conference be held with the parents and at that time, after consultation with the Office of the Superintendent of Schools, the student may be excluded from riding the school bus for the remainder of the school year.

Riders are responsible for bus property, and any mistreatment of it will result in the individual's reimbursing the transportation provider for such damages.

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior set forth in this handbook. Federal Law and Regulations require that additional provisions be made for students with disabilities. The Principal or designee shall notify the Director of Student Services of the suspendable offense of a student with either an IEP or 504 Accommodation Plan.

School Administrative Personnel may exclude a student with a disability from school for a disciplinary violation for not more than 10 consecutive days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement) equivalent to discipline not imposed on students without disabilities. IDEA 2004, §615 (k) (1) (B).

After a child with a disability has been removed from his or her placement four school days in the same year, during any subsequent days of removal, the child must continue to receive services that enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the child's IEP; and the child must receive, as appropriate, a functional behavior assessment, and the behavioral services and modifications, that are designed to address the behavior violation so that it does not recur.

Within 10 days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the parent(s), and the relevant members of the child's IEP Team must review all relevant information in the students' file, including the child's IEP, any teacher observations, and any relevant information provided by the parents or guardian to determine if:

1. The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or
2. The conduct in question was a direct result of the district's failure to implement the IEP. The conduct must be determined to be a manifestation of the child's disability if the district, the parent, and the relevant members of the child's IEP Team determine that a condition in either paragraph (i) or (ii) was met. The Team will make a finding, a manifestation determination, as to the relationship between the student's misconduct and his/her disability condition, conduct a functional behavioral assessment is appropriate, and modify or amend the IEP to provide Special Education services during the suspension, or to include a behavioral intervention plan. If the district, parent(s), relevant and the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must:
 - (a) Either (a) conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or(b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it as necessary to address the behavior and
 - (b) Except as provided in 34CFR 300.530(g) this section, return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

There are some special circumstances in which the district may unilaterally remove a student and place them in an Interim Alternative Education setting without regard to whether the behavior is determined to be a manifestation of the child's disability. Specifically, school personnel may remove a student to an Interim Alternative Setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or carries or possesses a weapon at a school function under the jurisdiction of the district, or:

2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the district, or:
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district.

On the date which the decision is made to make that constitutes a change of placement of a child with a disability because of a violation of a code of school conduct, the district must notify the parents of that decision, and provide the parents with the procedural safeguards notice described in 34CFR 300.504. The building Principal will notify the Director of Student Services and will then notify the Department of Elementary and Secondary Education as required by the course of action. Subsequent amendments to state or federal law will supersede contrary handbook provisions.

A student not yet eligible for Special Education may be protected under IDEA 2004 regulations if the district can be deemed to have had knowledge that the student had a disability. The district must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

1. The parent of the child expresses concern in writing to a supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that child is in need of Special Education and related services, or:
2. The parent(s) of the child requested an evaluation of the child pursuant to Section 300.300 through 300.311, or:
3. The teacher of the child or other personnel of the district expressed specific concern about a pattern of behavior demonstrated by the child directly to the Director of Student Services of the agency or to other supervisory personnel of the agency.

The district would not be deemed to have knowledge if:

1. The parent of the child:
 - (a) Has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311, or
 - (b) Has refused services under IDEA
2. The child has been evaluated in accordance with Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part.

If the district does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR 300.530, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the education placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation provided by parents, the agency must provide Special Education and related service in accordance with this part, including requirements of 34 CFR 300.530 through 300.536 and IDEA 2004 section 6129(a)(1)(A).

The parent(s) of the child with a disability who disagrees with any decision regarding placement in this context of the manifestation determination under or a district that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may appeal the decision by requesting hearing from the Massachusetts Department of Elementary and Secondary Education Bureau of Special Education Appeals.

Discipline of Students With Disabilities Under Section 504

1. As a nondiscrimination statute, Section 504 prohibits the district from disciplining students with disabilities more harshly than nondisabled students would be disciplined under similar circumstances. In addition, students identified with disabilities under Section 504 may not be expelled or suspended from school for more than 10 days in a school year for misconduct that is a manifestation of the student's disability.
2. If a suspension will not exceed 10 consecutive school days and will not result in the student receiving more than 10 cumulative school days of suspension during the current school year, the student may be disciplined in the same manner as a nondisabled student under similar circumstances. The student may be suspended beyond 10 school days, consecutively or cumulatively, only if the Section 504 Team determines that the behavior in question was not a manifestation of the student's disability.
3. If a proposed suspension will exceed the 10-day limit, the Section 504 Team should meet and make a manifestation determination in accordance with the district's 504 manifestation determination procedures.
4. However, a manifestation determination review is not required, regardless of the length of the suspension or expulsion, if the student is a current user of alcohol or illegal drugs and the behavior resulting in disciplinary action is an alcohol or drug infraction. Under those circumstances, the student may be disciplined in the same manner as other students under similar circumstances.

HEALTH SERVICES

ILLNESS, FIRST AID AND EMERGENCIES (School Committee Policy: JLC, JLCA, JLCB)

Each year parents are asked to update their emergency contact information on file at school for their child. It is **very important** that this information remains current. Should parents be needed, proper names, addresses, and telephone numbers are essential.

Parents/guardians of students with a chronic illness should meet with the school nurse and develop a health care plan for your child at school. Acute illnesses at school will be evaluated by the school nurse. Some general nursing guidelines for sending a child home from school are: cold/coughing; temperature over 100 degrees; stomach aches with vomiting/diarrhea; infectious conditions such as strep, rashes of unknown origin, ringworm, impetigo and conjunctivitis; and pain such as earache, toothache and headache. These guidelines are also helpful for parents/guardians in determining if a child should stay home for the day. School absences due to illness that are longer than two days require a doctor's note. All parents/guardians are encouraged to contact the school nurse should they have any concerns about their child's health status.

In the event of an injury, accident or other emergency, first aid will be administered by the school nurse until parents can be reached. In the event of a serious emergency, ambulance transportation to the hospital will be arranged..

Students with an injury requiring crutches or other accommodations in school must submit a doctor's note with specific instructions for activity limitations at school.

For parents whose religious beliefs prevent them from using such medical assistance, a signed statement explaining this must be provided to the school and renewed annually.

PRESCRIPTION AND OVER THE COUNTER MEDICATION ADMINISTRATION (School Committee Policy: JLCD)

The Norwood Public Schools require that the following forms must be on file before any prescription or over the counter medication is administered at school or on a field trip:

1. **Signed consent by the parent or guardian to give the medication.** Forms are available at school or on the NPS website. Please sign and return to the school nurse.
2. **Physician's medication order** The doctor's written medication order may be faxed or hand delivered to the school nurse.
3. Physician orders and parent permission must be renewed each academic year.

Parents/guardians should deliver medications to the school nurse. The medication must be properly labeled and in a pharmacy or manufacturer-labeled appropriate container. Please ask your pharmacy to provide separate bottles for school and home.

HEALTH SCREENINGS

All students in grades K-5, 7 & 9 are screened annually for vision and hearing problems. Students in grades 5-9 are also screened for postural problems. Parents or guardians whose children do not pass the vision, hearing or postural screening will be notified by the nurse. After

a child is evaluated by a qualified professional, the follow-up report should be shared with the school nurse so that appropriate accommodations can be made at school for the child.

Students in grades 1, 4, 7 and 10 are weighed and measured and a report of each student's BMI and calculated percentile is available to parents/guardians who request it from their child's school nurse.

Norwood Smiles is a partnership between the Norwood Public Health and School Departments. Dental screening by school dentist, Dr. Despina Iiakos, is offered to students in grades 1-6 each Fall. Reports of the screenings are mailed to parents, referring students to the School Dental Clinic or their private dentist for cleaning and sealants. The School Dental Clinic is located at Dr. Iiakos' office. Dental insurance will be accepted. For students without dental coverage, the cost of services will be covered by the Norwood Smiles program. Parents are responsible for making appointments, transporting and accompanying their child to the dentist.

SBIRT (Screening, Brief Intervention and Referral to Treatment) is done in grades 7 and 10. Students are individually and privately screened by the school nurse or guidance counselor to assess their knowledge of substance use/abuse as well as other risky behaviors. Follow up is carried out with the participation of the student. Screening results do not become part of the student's school or health record and are not shared with academic or athletic school staff.

Parents/legal guardians who do not wish their child to participate in some or all screenings listed above must notify the school nurse of this request in writing. Families that decline State mandated screenings at school (vision, hearing, postural, and BMI) must provide documentation that a physician has completed the screening.

Pediculosis (Lice) screening is no longer done routinely at school per the recommendation of the American Academy of Pediatrics and National Association of School Nurses. Parents will be notified if their child is found to have head lice at school. The school nurse will provide parents with head lice treatment information and work with families toward resolution of the condition.

HEALTH RECORDS

A physical and electronic (computer) record for every child is kept by the nurse. It includes immunizations, results of the above screenings, height, weight, physical examination records and any other pertinent medical information. All health office visits and nursing care are also recorded in the computer. Norwood Public Schools is committed to protecting students' privacy. Medical information will remain confidential unless we receive signed consent from a parent/guardian to share or discuss health care needs with individuals designated by the parent/guardian.

WELLNESS POLICY (School Committee Policy: ADF)

The Norwood Public School district is committed to providing a school environment that promotes and protects lifelong wellness.

The Wellness Policy ensures:

- The School Nutrition Program is in daily compliance with federal, state and local laws and is accessible to all students
- The school meals program strives to improve the health of students by encouraging healthy eating, while accommodating cultural food preferences and special dietary needs
- The district will provide nutrition education and engage in nutritional promotion to all students
- The district promotes age-appropriate health education to the school community
- The use of food as a reward or incentive is prohibited unless a student's IEP specifically indicates using food as part of a behavior modification program
- Schools encourage non-food classroom celebrations
- Staff and students will not share food. Parents are prohibited from sending snacks to be shared by the entire classroom without teacher permission.
- The district will provide opportunities for all students to regularly participate in physical activity and understand the role physical activity means to a healthy life-style
- Discouragement of the withholding of physical education or recess as a punishment
- The district recognizes the critical importance of social and emotional well-being, and social and emotional learning is part of the preK-12 curriculum
- Continued collaboration with IMPACT Norwood, Minds Matter Coalition, and the Norwood Department of Health to enhance wellness opportunities for students, faculty and staff.

The School Health Council shall consist of individuals from both the school system and the community, including students, parents, teachers, administrators, food service professionals, health professionals, faith-based members and interested members from the community. The Council meets four times a year to facilitate awareness of new and current state laws and guidelines regarding nutrition, physical activity and social and emotional health of students. The School Health Council will evaluate and assess the Wellness Policy every two years. If you are interested in joining the School Health Council please contact the chair, Ryan Quigley, at rquigley@norwood.k12.ma.us

RELEVANT POLICY/LAWS

SCHOOL ATTENDANCE

The Norwood School Committee believes strongly in the importance of regular attendance by all students. The Committee adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts, which defines attendance regulations. Except in cases of illness and other unique circumstances, students are expected to be present when school is in session. Students not in their classroom by 7:50 AM are marked absent for the day. Students reporting late for school must report to the main office to assure the accuracy of the school's attendance records.

Please note that starting with the 2018-2019 school year. Chronic absenteeism is part of a Massachusetts Public School Accountability Score. The importance of school attendance on a student's learning as well as their emotional well-being cannot be overstated.

Parents/guardians should report any absences to their elementary school's main office.

Relevant State Laws

Regular school attendance is crucial for a student's academic and social success. According to M.G.L. Chapter 76, Section 1 of the Massachusetts General Laws, schools may excuse up to seven (7) necessary absences or fourteen (14) half-day absences in a six-month period.

Furthermore, M.G. L. Chapter 76, Section 1B requires the school to notify a parent of any "student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year." The law requires school administrators or their appointed designees to schedule a meeting with the parents or guardians of such children. This team – the student, the parent or guardian, and the principal or designee – may also involve other school personnel, officials from relevant public safety, health and human services, housing and nonprofit agencies.

If a child is absent for three or more consecutive days, a parent may call the office and request that his/her child's teachers provide any work that has been missed. We ask that you give one day's notice before you plan to pick up the materials.

Family Trips

Parents/guardians are encouraged to schedule family trips when school is not in session. Parents/guardians who remove students from school for travel at times other than those designated on the school calendar as "vacation periods," need to be aware that these absences are unexcused and work may not be immediately available. It is recommended that the parents communicate with the teacher and the school early in the event of a family trip during school time. Please note there is no replacement for the learning that occurs in the school setting, please encourage your student, upon their return, to schedule time with their teachers to be sure that they are caught up on all of their work.

Absenteeism and Truancy

Any student who exceeds 10 or more unexcused absences in the course of the year can be considered chronically absent. This would require a parent meeting and an action plan for the student, even if the student has under 5 excused absences. Please note, valid medical or religious excused absences with proper documentation are not subject to these counts. Students will not be penalized in any way for missing school for reasons protected under Civil Right laws or to receive proper health care services.

When all other options have been exhausted, a student with chronic absenteeism may be considered truant and either a 51A report may be filed with the Massachusetts Department of Children and Families, or a CRA petition (Child Requiring Assistance) may be filed with the Massachusetts Juvenile Court Department at the discretion of the principal and in accordance with applicable state law.

RESPONSIBLE USE POLICY (School Committee Policy: IJND, IJNDB, IJNDD)

The Norwood Public Schools provides access for students to the Technology/Computer network, including access to external networks, for educational purposes. The purpose of educational technology is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. Access to the network is a privilege, not a right. In order to ensure that the network is used for intended educational purposes and not used for inappropriate, commercial or illegal purposes, the Norwood Public Schools has adopted A Responsible Use Policy. For the students to use the network at the elementary level, parents/guardians shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary action consistent with the policies of the Norwood Public Schools. A Responsible Use Agreement form for signature will be made available to parents/guardians along with the entire text of the Responsible Use Policy.

AMERICANS WITH DISABILITIES ACT

The Norwood Public Schools do not discriminate on the basis of disability in the operation of educational programs, extracurricular activities, public events, or in employment. Any questions, complaints, or requests for accommodations may be brought to the attention of the Principal and/or the ADA Coordinator.

Parents may contact the **ADA Coordinator**, Director of Buildings and Grounds, by writing to James R. Savage Educational Center, 275 Prospect Street, Norwood, MA 02062 or calling 781-762-6804 extension 5830.

Individuals who need print materials in alternative formats (large print, audiotape, etc.) or other auxiliary communications aids or services to participate in programs should identify their needs to school staff in person or in writing.

BULLYING PROHIBITION & PREVENTION POLICY (School Committee Policy: JICFB)

Bullying is a form of harassment. **Norwood Public Schools** recognizes that bullying and harassment have a negative effect on the educational process.

Reporting Requirements 370(g) - The law imposes **mandatory** reporting requirements on all members of the school staff, not just all teaching staff, to immediately report any instance of bullying or retaliation the staff member has either witnessed or become aware of, to the Principal or school designee. Staff shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the Principal or to the school official identified in the plan as responsible for receiving such reports or both.

1. Definition of Bullying (from “*Chapter 92 of the Acts of 2010 - AN ACT RELATIVE TO BULLYING IN SCHOOLS.*”)

- a. *Bullying* - 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school. For the purposes of this section, **bullying shall include cyber-bullying and retaliation.**
 - b. *Cyber-bullying* - Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
 - c. *Retaliation* - Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witness or has reliable information about bullying.
2. **Bullying is Prohibited** – Such conduct is disruptive of the educational process; therefore, let it be known that *bullying is unacceptable behavior in the Norwood Public Schools and is prohibited.*
 3. **Bullying Shall be Prohibited** – (a) on school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function or program whether on, or off, school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, and or through the use of technology or an electronic device that is owned, leased or used by a school district or school; and (b) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, or the bullying creates a hostile environment at the school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

4. Steps to Resolve

- a. *Staff Intervention* – Staff members who observe or become aware of an act of bullying will take immediate, appropriate steps to intervene unless intervention would place the safety of the staff member or student(s) at risk. If there is a reasonable basis to believe that the staff member has not been able to resolve the matter, or if the bullying persists, the staff member shall report the matter to the appropriate administrator for further investigation.
- b. *Students and Parents Shall Report Bullying* – Students and parents who become aware of bullying should report it to the appropriate administrator for further investigation. Also, students or parents may report a bullying incident using any one of three reporting options on the district’s bullying website by going to www.norwood.k12.ma.us/about/bullying-information. “Anonymous” reports are accepted; however, no disciplinary action shall be taken against a student on the basis of an anonymous report. Any student who retaliates against another for reporting bullying shall be subject to disciplinary consequences. Also, any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary consequences.
- c. *Investigation* – In cases of alleged or persistent bullying, cyber-bullying, or retaliation, an administrator will investigate the matter. The investigation may include, but is not limited to, conversations with students, parents, and school staff.
- d. *Intervention/Consequences/Prevention Strategies* – If bullying is substantiated, the appropriate administrator will take reasonable steps to stop it and prevent its recurrence. These steps may include, but are not limited to, separating and supervising the students involved; contacting the parents/guardians of the alleged perpetrator and victim; mediation between the two students; providing counseling support for students and referral service options to appropriate family members as necessary; coordinating a supervision plan with the assistance of staff; student contracts and the development of a safety plan; meetings with the School Resource Officer. Students who have bullied or retaliated against others may also be subject to disciplinary action, including warnings, parental conferences, detention, suspension, and/or expulsion. If the school administration determines that bullying or retaliation has occurred, the appropriate administrator will notify the local law enforcement agency if the administration believes that criminal charges may be pursued against a perpetrator.
- e. *Determinations* – If the parent or guardian is dissatisfied with the principal’s resolution to the investigation, the parent may appeal to the district’s Bullying Coordinator or the Superintendent. If the parents remain unsatisfied with the district’s response, they may also contact the Department of Elementary and Secondary Education’s Program Resolution System at compliance@doe.mass.edu or call 781-338-3700.

Students who engage in any act of bullying while at school, at any school function, in connection to, or with any district-sponsored activity or event, or while en route to or from school, are subject to disciplinary action, up to and including suspension or expulsion. Law enforcement officials shall be notified of bullying incidents.

NOTE: Cyber-bullying will be covered under this Handbook regulation.

CHILD ABUSE AND NEGLECT (School Committee Policy: JL)

Chapter 439 - an act requiring school committees to notify school personnel of reporting requirements regarding child abuse and neglect.

Chapter 71 of the General Laws is hereby amended by inserting the following section after §37K:

Section 37L - The school committee of each city, town, or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in §51A to §51F, inclusive, of Chapter 119.

The text of Chapter 119, §51A, may be found in selected General Laws of School Committees and School Personnel. We are working with the Executive Office of Human Services to implement this new law.

DRUG-FREE WORKPLACE POLICY_(School Committee Policy: GBEC)

The Norwood Public Schools have a significant interest in ensuring the health and safety of its employees.

In furtherance of that interest, the Norwood School Committee will:

- (1) Inform all employees about
 - (a) the dangers of drug abuse;
 - (b) the availability of drug counseling and rehabilitation for employees;
 - (c) the penalties that may be imposed upon employees for drug abuse violations; and
 - (d) the policy for maintaining a drug-free workplace.
- (2) Notify all employees that the illegal manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and any violation thereto is subject to appropriate personnel action up to and including termination of employment.
- (3) Notify employees, as a condition of employment that they must abide by the terms and provisions of this policy.
- (4) Inform employees, as a condition of employment, that they must notify the Superintendent of Schools in writing within five days of conviction for a drug violation occurring in the workplace.
- (5) Hereafter, conduct an annual drug awareness program for new employees as part of an on-going good faith effort to maintain a drug-free workplace. Statutory reference: Drug-Free Workplace Act of 1988, 34CFR - Part 85, subpart F.

Executed by the Norwood School Committee on August 22, 1990.

EMERGENCY SCHOOL CLOSING PROCEDURES (School Committee Policy: EBCD)

When it is necessary to close school because of emergency/weather conditions, it will be announced over the radio/TV stations (see No School Information section for more information). Please expect school telephones to be unavailable between the time of the emergency and the designated dismissal time due to the need for outgoing calls.

Norwood Public Schools may shorten the normal school day due to emergency situations, such as loss of heat, electricity, loss of water pressure, or inclement weather.

When the entire school is dismissed early by the authority of the Superintendent, all attempts will be made to notify parents through ConnectEd, the media, and other available sources of public information. **Parents who work or are not at home should make arrangements for the care of their child when school is dismissed. It is imperative that your emergency phone contacts be kept up-to-date.**

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The names, addresses, and other information regarding students are regulated by the Student Record Regulations and the Family Educational Rights and Privacy Act (FERPA).

During the year the school may release via the World Wide Web or for publication a student's name, address, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans without the consent of the eligible student or parents. Educational activities and performances are also regularly photographed and videotaped for school newsletters, local newspapers, and local access cable television stations. Under the Family Educational Rights and Privacy Act (FERPA), you have a right to inform the school within a reasonable time that you do not wish certain information to be released without prior consent. If you do not wish any or all of this information about your child to be released, please send written notification to the Principal.

Education records maintained by public schools (and private schools that receive federal and state education funding) are governed by the federal Family Educational Rights and Privacy Act (FERPA), *20 U.S.C. §1232g* and its accompanying regulations, *34 C.F.R. Part 99*, as well as the Massachusetts Student Records Regulations, *603 CMR §23.00*. Both FERPA and the Massachusetts Student Records Regulations protect the confidentiality of student records by prohibiting schools from disclosing, either orally or in writing, personally identifiable information from a student record to a third party without the written consent of the parent or eligible student, unless an exception to this general consent rule applies. Exceptions permitting schools to release personally identifiable information from a student record without consent are found in *34 C.F.R. §§99.30 and 99.31 and 602 CMR 23.07(4)*.

Parents of students under age 18 can consent to the release of school records. The Massachusetts Student Records Regulations define a parent as “a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian.” *603 CMR 23.02*. This may include a person authorized to make educational decisions under a Caregiver Authorization. See [Glossary](#) and [Appendix E](#). A student who is at least 14 years old or who has entered the 9th grade is an “eligible student” and shares with the parent the right to consent to the release of school records to a third party. Either the parent or eligible student in this situation acting alone can exercise these rights. *603 CMR 23.01*.

Schools are generally prohibited, with limited exceptions, from releasing personally identifiable information from a student’s record to a third party without the consent of the parent or eligible student. However, schools may release “directory Information” without the consent of the parent or eligible student, provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after such notice to request that this information not be released without prior consent. *603 CMR 23.07(4)(a)*.

Schools may release student record information to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and DCF under the provisions of *G.L. c. 71, §37L, G.L. c. 119, §51A, 603 CMR 23.07(4)(e)*.

Schools may release student records without consent in compliance with a lawfully issued subpoena or judicial order. *603 CMR 23.07(4)(b)*. However, the school must make a reasonable

effort to notify the parent or student (if 18 years or older) of the subpoena or judicial order before complying with it to allow the parent or student the opportunity to seek protective action, unless certain exceptions apply. Prior notification is not required for the following: (1) a federal grand jury subpoena or other subpoena issued for a law enforcement purpose if the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; (2) an *ex parte* order obtained by the United States Attorney General (or designee not lower than Assistant Attorney General) concerning investigations or prosecutions of an act of terrorism or other specified offenses. [34 C.F.R. §99.31\(a\)\(9\)\(ii\)](#). Additionally, when a parent is a party to a court proceeding involving child abuse and neglect, as defined in section 3 of the Child Abuse Prevention and Treatment Act ([42 U.S.C. 5101 note](#)), or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the educational agency or institution is not required. See [20 U.S.C. § 1232g \(b\)\(2\)\(B\)](#).

In instances where the school initiates legal action against a parent or student, or a parent or student initiates legal action against a school, the school may disclose to the court student record information that is relevant to the proceeding, without a court order or subpoena. [34 C.F.R. §99.31\(a\)\(9\)\(iii\)](#).

Written consent to release personally identifiable information from the student record to a third party, must:

- Specify the records to be released
- State the purpose of the release
- Identify the party or class of parties to whom the information may be released ●

Be signed and dated by the parent or eligible student

Third parties who receive personally identifiable information from a student record are prohibited from releasing the information without the consent of the parent or the eligible student. [603 CMR 23.07\(4\)](#).

HAZING (School Committee Policy: JICFA, JICFA-E)

An Act Prohibiting the Practice of Hazing - Chapter 536

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

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

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

The term "*hazing*" as used in this section and in section eighteen 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 another person, or which subjects such student or another person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

PARENTAL NOTIFICATION LAW

In accordance with M.G.L, Chapter 71, § 32A, a parent has the right to exempt their child from any portion of the curriculum that **primarily** involves human sexual education or human sexuality issues. To receive such exemption, a parent must send a written request to the Principal requesting an exemption for their child. No student who is exempted from this portion of the curriculum will be penalized. If you would like an outline of any such curriculum, contact the Principal.

POLICY REGARDING DISCRIMINATION AND HARASSMENT (School Committee Policy: AC, AC-R)

In providing equal educational opportunities to all our students on a non-discriminatory basis, it is the policy of the Norwood Public Schools to comply fully with Chapter 76, §5 of M.G.L, Title VI of the Civil Rights Acts of 1964, Title IX of Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and with the Sexual Harassment Policy of the Norwood School Committee.

The policies of the Norwood Public Schools concerning Chapter 76, §5, Title VI, Title IX, Section 504, Title II, and sexual harassment prohibit discrimination because of race, color, gender, sexual orientation, gender identity, religion or national origin and handicaps, such as impaired vision or hearing, in the following areas: admissions to the school system; admissions to courses of study; guidance opportunities; curriculum offerings, extra-curricular activities; scholarship and monetary awards; employment; and use of facilities.

In addition, a grievance procedure has been established for students and employees. The grievance procedure begins with the principal of the building in which the alleged discrimination or harassment occurred. If a resolution is not reached at the building level within 20 school days after receiving the complaint, the matter will be referred to the Assistant Superintendent as soon as possible, including any corroborative information. The Assistant Superintendent will conduct an investigation of the matter and answer all inquiries in writing within 20 school days of receipt of the unresolved complaint. If appropriate, plans to correct any inequities will be included in the response. In the case of alleged sexual harassment, the first step will include a description of the harassment by the individual alleging harassment.

If unresolved or not satisfactorily resolved, the grievant may petition the Superintendent of Schools, in writing. The Superintendent, or his designee, will also conduct an investigation and attempt to resolve the problem, within 20 days of his receipt of the unresolved complaint. The Superintendent will respond in writing to the petitioner following the investigation. A separate file will be kept on all actions taken under the grievance procedure.

The School Committee will serve as the final local appeals board for any matters that the Superintendent or his designee is unable to resolve. Access to the School Committee is by written notification to the Chairperson describing

the problem and requesting an opportunity to review the matter with the School Committee. Documentation shall be attached to the written request for review.

In the event of a complaint, the appropriate individuals and agencies are:

Schools

Norwood High School	Hugh Galligan, Principal	781-769-2333
Coakley Middle School	Margo Fraczek, Principal	781-762-7880
Balch School	Diane Ferreira, Principal	781-762-0694
Callahan School	Scarlett Grandt, Principal	781-762-0693
Cleveland School	Kerry Hutchins, Principal	781-762-6522
Oldham School	Steven Olsen, Principal	781-769-2417
Prescott School	Bryan W. Riley, Principal	781-762-6497
Willett School	Michael Baulier, Principal	781-440-5901
Little Mustangs Preschool Academy	Kristen Noonan, Principal	781-440-5802

District

Dr. David Thomson, *Superintendent of Schools*
James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5819

Dr. Charisse Taylor, Assistant Superintendent of Operations and Strategy
District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Norwood Public Schools
James R. Savage Education Center
275 Prospect Street, Norwood, MA 02062
781-762-6804 ext 5877

Dr. JJ Munoz, Assistant Superintendent of Academics
District 504 Coordinator
Address Savage Education Center, 275 Prospect Street,
Norwood, MA 02062 Phone 781-762-6804 ext 5816

McKinney-Vento (Homeless) Coordinator
Priscilla Reardon
Administrative Assistant to the Superintendent of Schools
James R. Savage Educational Center

275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5819

In addition to the above procedures, any student or employee may report a grievance directly to the listed agencies:

Massachusetts Commission Against Discrimination
One Ashburton Place
Boston, MA 02108
617-727-3990

Office for Civil Rights
J.W. McCormack Post Office & Court House
Boston, MA 02109
617-223-9662
<https://www2.ed.gov/about/offices/list/ocr/index.html>

Questions regarding these policies or requests for a full text of the School Committee regulations should be directed to the Office of the Superintendent of Schools.

RECESS (School Committee Policy: IHAM-R-2)

Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for punitive reasons. All elementary students, Grades Kindergarten through Grade 5, will engage in (a) total daily recess period(s) for a minimum of 20 minutes, but not less than 15 minutes if multiple sessions are scheduled. Kindergarten shall begin engaging in (a) daily recess period(s) with a minimum of 20 minutes as of September 1, 2022; Grades 1-5 shall begin engaging in (a) daily recess period(s) with a minimum of 20 minutes as of September 1, 2022. Recess may be withdrawn only as a consequence of a student's behavior when that behavior jeopardizes the health and safety of the student or others, and only after all other means of addressing the behavioral issue have been exhausted. Recess should not be withheld for entire classes based on behavior issues. It is the expectation that other more effective interventions will be utilized to address classroom behavior. Whenever possible consideration should be given to scheduling recess before lunch; research indicates that physical activity prior to lunch can benefit the overall health of a child.

WEAPONS

Section 37 - Section 37L of said Chapter 71 of General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the Department of Social Services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and a representative from the Department of Social Services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said

student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of the said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said records shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

RESPONSIBILITY OF A NON-CUSTODIAL PARENT TO RECEIVE STUDENT RECORDS (School Committee Policy: KBBA)

To obtain students records, the Non-Custodial Parent must:

1. Submit a one-time request to the school with a written request for records.
2. A non-custodial parent is eligible to obtain access to the student record unless:
 - a. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - b. The parent has been denied visitation, or
 - c. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - d. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
3. Upon receipt of the request the school will immediately notify the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informing the custodial parent that the information requested pursuant to Section 34H is to be provided to the requesting parent after 21 days, unless the custodial parent provides the principal with documentation of an applicable court order.
4. Once the request has been approved all electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided. These records cannot be used to register a student in a new school.
5. All such documents limiting or restricting parental access to a student's records of information which have been provided to the school or school district shall be placed in the student's records.

NONDISCRIMINATION ON THE BASIS OF SEX (School Committee Policy: ACA)

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

SEXUAL HARASSMENT (School Committee Policy: ACAB)

The Norwood School Committee and the Norwood Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Norwood Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

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

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;

- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Norwood School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

- List the name and phone number of the District's Title IX Coordinator
- List the appropriate party by name and phone number to receive a complaint in each District School
- Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
 Boston, MA 02108
 Phone: 617-994-6000

Office for Civil Rights (U.S. Department of Education)
 5 Post Office Square, 8th Floor
 Boston, MA 02109
 Phone: 617-289-0111

The United States Equal Employment Opportunity Commission,
 John F. Kennedy Bldg.
 475 Government Center
 Boston, MA 02203.

NONDISCRIMINATION ON THE BASIS OF DISABILITY (School Committee Policy: ACE)

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other

effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school district receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school district will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SCHOOL COUNCILS(School Committee Policy: BDF)

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition,

decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school District.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The following guidelines define the role of the school council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

- 1. Adoption of educational goals for the school that are consistent with state and local policies and standards.**
- 2. Identification of the educational needs of the students attending the school.**
- 3. Review of the school building budget.**
- 4. Formulation of a school improvement plan that may be implemented only after review and approval by the School Committee.**

VANDALISM(School Committee Policy: ECAC)

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

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

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

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

SUMMER SCHOOL(School Committee Policy: IHCA)

The school system will offer and conduct summer sessions as a supplement to the instructional program offered during the school year, when funding for such programs is available. The focus of the summer programs will range from academic support, credit recovery, to enrichment for all

students.

To attend tuition-free summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools. Credit towards graduation requirements may be granted to high school students in line with regulations of the School District.

All summer program budgets will be subject to annual approval by the School Committee.

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS(School Committee Policy: IKAB)

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/guardians, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

SCHOOL CEREMONIES AND OBSERVANCES(School Committee Policy: IMD)

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use the religious aspect of

these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Norwood Public Schools will balance recognition and celebration of different cultural holidays. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging artwork that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED(School Committee Policy: JICH)

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

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

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

CORPORAL PUNISHMENT(School Committee Policy: JKA)

Massachusetts State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

PHYSICAL RESTRAINT OF STUDENTS(School Committee Policy: JKAA)

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Norwood School District. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such physical restraint shall be used only in emergency situations as a last resort

and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

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

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

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

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

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;

A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);

- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Department of Elementary and Secondary Education recommends be at least 16 hours in length.

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

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

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

A member of the School Committee or any teacher or any employee or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from assault by a pupil.

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

The program staff shall report the use of physical restraint that lasts longer than five minutes or results in injury to a student or staff member. The staff member shall inform the administration of physical restraint as soon as possible, and by written report, no later than the next school day. The Principal and/or his/her designee shall maintain on-going record of all reported instances of physical restraint, which, upon request, shall be made available to the Department of Elementary and Secondary Education.

When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the Department of Elementary and Secondary Education within five (5) working days of the administration of the restraint.

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

STUDENT PHOTOGRAPHS(School Committee Policy: JRD)

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents/guardians and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

NON-CUSTODIAL PARENTS/GUARDIANS' RIGHTS(School Committee Policy: KBBA)

As required by Massachusetts General Law, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents/guardians who do not have physical custody of their children ("non-custodial parents/guardians").

As required by *M.G.L. c.71, 34H*, a non-custodial parent may have access to the student record in

accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or
 - 3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to regulation *603 CMR 23.07 (5) (a)*.
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in regulation *603 CMR 23.07 (5) (a)*.
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents/guardians. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to *M.G.L c.71, 34H*, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.