

Lillian M. Jacobs School

Student/Parent Handbook

2023-2024



Lillian M. Jacobs School

18 Harborview Road
Hull, Massachusetts 02045
Telephone: 781-925-4400
Fax: 781-925-2938

Web Address

<https://www.hullpublicschools.org/elementary-school>

School Committee

Mr. David Twombly
Mr. Ernest Minelli
Ms. Kyle Conley
Ms. Liliana Hedrick
Ms. Regan Yakubian

Central Administration

Ms. Judith Kuehn, Superintendent of Schools

Lillian M. Jacobs School Administration

Mr. Kyle Shaw, Principal	email: kshaw@town.hull.ma.us
Mrs. Lindsey Rajan, Assistant Principal	email: lrajan@town.hull.ma.us
Dr. Maureen Rosenplanter, School Social Worker	email: mrosenplanter@town.hull.ma.us
Ms. Jennifer Sheflin, School Social Worker	email: jsheflin@town.hull.ma.us
Mrs. Lauren Snowdale, School Psychologist	email: lsnowdale2@town.hull.ma.us
Mrs. Alison Caputo, School Psychologist	email: acaputo@town.hull.ma.us
Ms. Kathleen Keegan, School Nurse	email: kkeegan@town.hull.ma.us
Ms. Katy Rae Abatuno, Secretary	email: kabatuno@town.hull.ma.us
Ms. Jean Marcinkewich	email: jmarcinkewich@town.hull.ma.us

The Hull Public Schools admits students and makes available to them its advantages, privileges, and course of study without regard to race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, limited English Proficiency, color, national origin, age, gender identity, sex, religion, sexual orientation, disability, or homelessness.

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MISSION STATEMENT

Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

VISION

The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration, and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively while mastering the essential skills to advance in and contribute positively to our diverse and changing world.

HULL PUBLIC SCHOOLS CORE VALUES

Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

JACOBS SCHOOL CORE VALUES

We teach our students to exemplify “**RAD**” behavior:

- Respect others
- Act in ways that make our school safe, caring and welcoming
- Do your best learning

ENTRANCE AGE

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. The entrance age to the Kindergarten is five (5) years as of the first day of school. The entrance age to first grade is six (6) years as of the first day of school;
2. The admission of children whose birthdays fall after the first day of school will be solely at the school’s discretion;
3. There shall be a pre-entrance age conference between the Kindergarten teacher, parent and child by September of each year; and

4. 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.

Certification of birth and any required physical examinations and immunizations shall be required at the time of registration.

SCHOOL HOURS

The school office is open between 8:00am and 4:00pm. The office phone number is 781-925-4400. School doors open for students at 8:25am. Instruction begins at 8:35am and concludes at 3:15pm. Students arriving after 8:40am will be marked tardy. All students not involved in a supervised after-school activity should leave the school immediately following dismissal to the buses at 3:15. Supervision (unless otherwise arranged) is not available after this time.

Early dismissal times are as follows:

12:15pm—Principal-directed teacher collaboration

1:00pm—Professional development

1:45pm—90 minute early release for parent-teacher conferences

11:45am—(no lunch served) Wednesday before Thanksgiving

Preschool Hours:

Morning Program—8:45-11:30am (Wednesday before Thanksgiving, early release at 11:00am)

Afternoon Program—12:00-2:45pm (No afternoon preschool on early release days)

Full Day Program (4 year-olds only)—8:45am-2:45pm

	<u>PD Early Release Day</u>	<u>Holiday Early Release</u>	<u>Parent Conferences 90 minute early release</u>	<u>Inclement Weather Delay</u>	<u>Inclement Weather Early Release</u>
	October 18 March 6	December 21	December 7 March 21		
AM PreK	No changes	Dismiss at 11:00 am- per school calendar	No changes	Not in session	Time consistent with Jacobs release time
PM PreK	Not in session	Not in session	Not in session	No changes	Time consistent with Jacobs release time
Full day PreK	Dismiss at 12:45	Dismiss at 11:00 am- per school calendar	Dismiss at 1:15 pm	Arrive at 12:00	Time consistent with Jacobs release time

COMMUNICATION

Classroom teachers will keep parents/guardians informed of classroom happenings, important skills and specific work for parents/guardians to see on a regular basis. If you need to reach

your child's teacher, you may email him/her or you may leave a message on his/her school voicemail. Urgent and/or time sensitive messages should not be left on voicemail, but should be left with a school secretary to ensure timely delivery.

A Jacobs School calendar is distributed monthly to keep you informed of special events, holidays, vacations and early release days.

SchoolMessenger (phone, email, social media messaging system)

SchoolMessenger is a service that allows recorded messages to be transmitted simultaneously to the homes of every student and staff member, or to selected recipients. The service may be used to notify parents/guardians of students who are absent or to notify parents/guardians and/or staff of important upcoming events or information.

Cancellations, Delayed Openings and Emergency Dismissals

If it becomes necessary to cancel or delay school, announcements will be made over television stations WBZ, WCVB, WHDH, FOX25 and NECN as well as on radio station WBZ 1030 AM, the Hull Public Schools district webpage, Facebook and Twitter, as soon as possible the night before or in the morning. In addition, your primary and secondary phone numbers and email addresses will be used by the SchoolMessenger system to notify you of any unexpected schedule changes, including cancellations, delays and emergency dismissals. Any changes to phone numbers or email addresses should be reported to the school. SchoolMessenger will not connect to extensions; therefore, direct numbers are required. (School delays do not affect dismissal times.)

Report Cards/Parent-Teacher Conferences

Students in grades K-5 will receive three report cards throughout the year. It is necessary to sign and return your child's report card envelope to their teacher.

There are two scheduled parent-teacher conference dates, and one Open House. Additional conferences may be arranged as needed by sending a note to the teacher or calling the school. All parents/guardians are **strongly** encouraged to take part in conferences with your child's teacher(s).

Newsletter

The Jacobs School newsletter, The Blue Notes, is emailed weekly. The intent of The Blue Notes is to relay important dates, student accomplishments, PTO news, special events, curriculum happenings and sign-ups. If you do not have internet access, contact the school secretary to receive a paper copy of The Blue Notes each week.

Newsletters, classroom information, and/or calendars on web sites will be updated on a regular basis.

ATTENDANCE

Regular and punctual school attendance is essential for success in school. The School Committee does recognize that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children between

the ages of 6 and 16 attend school regularly, in accordance with state law. State law requires the school system to investigate cases of excessive school absence. For this purpose, the committee defines excessive absence as more than five unexcused absences in a year. All absences (even those authorized by parents/guardians) are considered unexcused unless the required documentation is provided.

An absentee line is provided for parents/guardians to report absences. Please call before 8:30am to report your child absent from school. That number is 781-925-4398.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine (with a doctor's note)
2. Bereavement or serious illness in family
3. Weather so inclement as to endanger the health of the child
4. For observance of major religious holidays
5. Legal (with documentation from the court, lawyer etc.)
6. Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences should be provided to the school principal or designee within ten (10) school days of the absence. Documentation provided after 10 school days may require a meeting with the principal or attendance counselor.

Clear communication between parents/guardians and the school is imperative to ensure the safety of students and to reinforce a student's understanding of the importance of day-to-day schoolwork. Accordingly, parents/guardians will provide a written explanation for the absence and/or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Unexcused absence from school is considered truancy and will be treated as such. This includes absence from any class, or activity during the school day for which the student is scheduled. It also includes any after-school programs. Disciplinary action shall be taken in such case, beginning with notification of parents/guardians. Continued violation may lead to suspension from school.

Unexcused absences in excess of five per year will require assessment and intervention. Interventions may include contact with parents/guardians, school conferences, case management services and service referral. In situations in which attendance does not improve despite intervention by the attendance counselor, the school may take one or more of the following actions:

1. A Failure To Send, Criminal Complaint, against the parent/guardian may be sought at Hingham District Court;
2. A 51A for parental neglect may be filed with the Department of Social Services;
3. A CRA (Child Requiring Assistance) petition will be sought at Hingham District Juvenile Court.

TRANSPORTATION

Bus riding practices will be reviewed with students throughout the year during assemblies. Bus evacuation drills will be held to prepare students in the event of an emergency situation on the school bus.

Bus transportation is available to students at the Jacobs School. Alternative arrangements for students with special needs may be made on an individual basis provided that their educational plan calls for such alternatives. The bus driver is responsible for maintaining order on the bus, and all students are expected to cooperate with the driver's instructions at all times. Riding the school bus is a privilege. Students whose behavior fails to comply with the bus regulations or endangers the welfare of other riders may have this privilege suspended or revoked by the principal or designee, in which case the student's parents/guardians will be responsible for arranging transportation for the student to and from school. Bus rules and regulations are intended to ensure the safety of all riders. All students are required to adhere to the following:

1. Students will wait at their bus stops in a safe and orderly fashion, respecting private property in the vicinity. It is a parent/guardian's responsibility to monitor his/her child at the bus stop.
2. Students must remain in their seats until reaching their destination. Students should keep their hands to themselves at all times.
3. Students should use appropriate language and "inside" voices at all times on the bus. Inappropriate language should never be used on the school bus or on school grounds.
4. Students must not open or close the windows or emergency door without instructions from the bus driver, except in an emergency. Heads, arms and hands must remain inside the bus at all times.
5. Bullying of any kind is prohibited both in school and on the school bus and will not be tolerated. This includes teasing, verbally or physically threatening anyone, or any type of physical contact.
6. Students who cross the street after exiting a bus must do so in front of the bus while it is stopped and its lights are flashing.
7. Students may only ride the bus to which they have been assigned and must get on and off at their designated stops. Bus changes will not be permitted.
8. Upon returning home, kindergarten students must be met at the bus stop by a responsible adult. If no adult is present, the bus driver will drive the child back to the school.
9. Students who normally travel to and from school by bus must have a note from a parent/guardian in order to use any other means of transportation.
10. Students are responsible for any damage that they cause to bus equipment.

Students who do not obey the bus rules and/or cause disciplinary problems on the bus may be

denied the privilege of riding the bus. If a bus contractor/driver refers a student to the principal or her designee for misconduct on the bus, the following consequences will apply.

Consequences for misbehaving on the school bus:

- On the first offense, the student will meet with the Assistant Principal, the parent/guardian will be notified, and the student will receive a warning. If the offense is of a very serious nature, more serious disciplinary action may be taken.
- On the second offense, the student will be given an assigned seat for two weeks and the parent/guardian will be called to discuss the incident.
- On the third offense, the student will lose his/her privilege to ride the bus for up to two weeks and a parent conference will be held before the student's bus privileges will be reinstated.
- On the fourth offense, a meeting will be scheduled with the parents/guardians and the student, and the student will lose his/her privilege to ride the bus for a period greater than two weeks. A meeting will be held before bus privileges will be reinstated.
- It should be noted that a student may immediately lose his/her bus privilege after a very serious bus offense in order to ensure the safety and well-being of all students. This includes bullying or harassment of another student on the bus.

Parents/guardians are responsible for transporting students to and from school if they are removed from a bus for disciplinary reasons. Parents/guardians are expected to cooperate and support school administration and bus drivers in promoting a safe bus environment.

WALKING AND BIKING TO SCHOOL

Students are allowed to walk or bike to/from school. When biking, helmets **MUST** be worn. Bicycles must be kept locked up outside the school building. The school is not responsible for lost, stolen, or damaged bicycles. Parents/Guardians should use their own discretion in determining whether or not it is appropriate for their children to walk or bike to/from school.

VISITORS AND BUILDING SECURITY

Parents/guardians and community members are welcome and encouraged to visit the Jacobs School throughout the year.

For the safety and security of our students and staff, all building doors are locked. Visitors must ring the doorbell to be admitted into the school during school hours, and must immediately report to the office to sign the visitors log and obtain a visitor pass before proceeding further into the school. All visitors must wear a visitor pass while they are in the building.

Security Cameras

Hull Public Schools may use security cameras and other security devices and measures on any school property or any school vehicle. School Committee policy governs the use of security

cameras, devices, and measures, and can be found on the district website or can be requested from the Office of the Superintendent.

DISMISSING A STUDENT

When a student is to be dismissed from school, the parent/guardian should write a note informing the student's teacher of the early dismissal and who will be picking up the student. The adult dismissing the student **MUST** report to the office to sign the dismissal log. A positive photo identification will be required before the student can be summoned from his/her classroom.

VOLUNTEERS

Parent/guardian and community volunteers are greatly appreciated and play an important role in our school community. There are many ways to assist our students and staff throughout the school year. These may include volunteering in the classroom, library, computer room or office, chaperoning field trips, or helping out at such special events as Book Fairs, Turkey Trot or Field Day. Parents/guardians are encouraged to join and/or participate in groups and activities including PTO, School Council, School Committee meetings, and Principal Coffee hours. A form will be sent home at the start of the school year soliciting school volunteers, and a volunteer meeting will be held in September. A current CORI check must be on file for every volunteer and chaperone. All volunteers and chaperones must follow confidentiality rules regarding student and teacher information.

FIRE DRILLS/EMERGENCY LOCKDOWNS

Periodically, there will be fire drills and lockdown drills during the school year. The procedures will be taught to the students and practiced.

HEALTH SERVICES

The school nurse collaborates with other members of the educational team and parents/guardians to support the academic success of students. School nurses seek to prevent or identify student health-related concerns and intervene to modify or remedy these issues. The school nurse, Kathleen Keegan, is available from 8:15am to 3:30pm daily and can be contacted by calling 781-925-4400 ext. 1144.

It is critical that you or an emergency contact person can be reached during the school day in case of illness or emergency.

- Please make sure that you complete and return your child's health information form as soon as possible. In addition, please make sure that your emergency contacts are aware that you are listing them as emergency contacts. It is imperative that telephone numbers are correct and that the people you list can be reached during the day. It is best to give home, work and cell phone numbers for all emergency contacts. Please update your emergency contact information throughout the year as necessary.

Please contact the school nurse if your child is under the care of a physician or if there have

been any changes in his or her health status. Information is shared with faculty and staff only when appropriate to maintain the health and safety of your child.

Parents/guardians of students with a medical concern (asthma, diabetes, seizure disorder, life-threatening allergies or any other medical condition) should contact the school nurse in order to set up a meeting with the nurse and/or teacher at the start of the year to discuss your concerns and to develop an individualized health care plan or 504 Plan, as appropriate.

Students with an acute injury (fracture, sprain) that may require the use of crutches or wheelchair must be seen by the school nurse before returning to school. A written note from the health care provider regarding the injury and limitations or restrictions is required. The school nurse will work with parents/guardians to develop appropriate accommodations so that the student can attend school.

Health Screenings

Vision and hearing screenings as well as measurement of height and weight are conducted on all students in Kindergarten through grade 6. Postural Screening for the detection of scoliosis is conducted on all students in Grade 5 and 6, as mandated by the Massachusetts Department of Public Health. Additionally BMI calculations are done for students in Grades 1 and 4, also mandated by the Massachusetts Department of Public Health.

Parents/guardians are notified if their child does not meet the minimal screening standards for vision and hearing as well as any unusual findings seen during the postural screening. The school nurse will work with families to obtain appropriate follow up service as needed.

Medication Policy

Students requiring prescription medicine, including inhalers, during the school day must have a signed consent from both the health care provider and the parent/guardian on file in the health office before medications can be administered. Medication must be delivered to the school in a pharmacy or manufacturer labeled container by the parent/guardian or responsible adult. Please do not send pills or medicine to school in lunch boxes, backpacks, pockets, etc., as other children may accidentally ingest them and potentially have a serious reaction. This is to include all over-the-counter medications and homeopathic remedies. The school may decline to administer medicine in certain instances due to safety issues. Parents/guardian should provide the school with a phone number of a person to be called in such circumstances.

Non-Prescription Medication: Acetaminophen (Tylenol) and other common over-the-counter medications as outlined on the health information form may be administered to students as deemed necessary with parental permission.

Physical Exams

According to Massachusetts General Laws, students entering Pre-K or Kindergarten are required to have a current physical examination along with up-to-date immunizations and proof of lead screening. Students in Grade 3 are also required to have an updated physical examination. If these students are unable to see their own primary care physician, the school doctor will offer these examinations once during the spring at school. Parents/guardians are notified in early spring of this visit.

Head Lice

Head lice are a common occurrence in elementary age schoolchildren. The Jacobs School follows a “no nit” policy. In order to return to school after a case of lice has been determined a parent/guardian must accompany their child to the nurse’s office for clearance. Information on handling a case of head lice is available from the school nurse.

Illness

The most important thing you can do to keep illnesses from spreading in the community is to keep your child home when he or she is sick. If your child shows symptoms of being ill, please do not send him/her to school. Children should be fever-free without the use of fever-reducing medication (e.g., acetaminophen, ibuprofen) for 24 hours before returning to school. Children who are sent home from school with a fever or vomiting should stay out of school for 24 hours.

Students with conditions such as but not limited to strep throat, conjunctivitis, ringworm should remain out of school for 24 hours from the start of treatment.

Child Abuse and Neglect

The Hull Public Schools affirms its responsibility to provide for the safety and well-being of students. School personnel, having responsibilities for schoolchildren, are by law required to refer for investigation by the Department of Children and Family Services, any schoolchild suspected of having been abused or neglected.

SNACKS & LUNCH

Due to the growing prevalence of severe allergies, foods containing peanuts and/or tree nuts are not allowed at the Jacobs School. Please do not send ANY peanut or tree nut products in to school with your child.

Please Note: While the Jacobs School strives to provide a peanut/nut free environment, it is essential to know that there may be times when peanut/nut products make their way into the school building. The risk of life-threatening allergic reactions can never be fully eliminated in the school environment. Parents/guardians must speak with their children about how to avoid contact with foods and products to which they are allergic.

Jacobs School students have a daily snack time. Parents/guardians should send their children to school with a healthy snack each day.

The Hull School System’s Food Services Department offers both breakfast and lunch to every child who attends the Jacobs School. The nutritional content of our menus is available for review at any time. We encourage parents/guardians to prepay for school lunches online through www.myschoolbucks.com. Children may also pay daily. If a student forgets his/her lunch money they may charge a lunch for that day, but must pay their bill promptly. If you believe you may be eligible for free/reduced lunch, please fill out the application which can be found on the school website or in the school office. Children who qualify for free lunch also qualify for free breakfast. Applications are available throughout the year, should your financial situation change.

BIRTHDAYS/INVITATIONS

A child's birthday is a special time and the Jacobs School staff understands the desire to share that day with classmates. However, with the increase in food allergies, we ask that NO FOOD PRODUCTS be brought in for birthday celebrations. In lieu of a food treat, you may donate a book or educational game for the classroom. We will announce student birthdays during our morning announcements.

Distributing invitations to birthday parties or other events will not be allowed. For those who do not receive an invitation, it can be a hurtful experience that may affect the remainder of their day in the classroom. Your cooperation is greatly appreciated. Also, due to confidentiality, class lists of phone numbers or addresses cannot be given to parents/guardians, unless signed permission is given by the parent/guardian.

LOST AND FOUND

Each year clothing and lunch containers fill our *Lost & Found* box, located by the 1st floor elevator. Please label your child's clothing and lunch containers, and encourage him/her to check the *Lost & Found* for misplaced items. Before school vacations, the *Lost & Found* is relocated and displayed in the front lobby to remind students to check for their lost possessions. Unclaimed items will be donated to Wellspring at the end of December and June.

DRESS STANDARDS

The manner in which a student is attired reflects the quality of his/her learning environment. It is the responsibility of the parents/guardians that the student is appropriately dressed in style or type of clothing conducive to school activities and the classroom. We ask for your cooperation in providing an environment that limits these:

- Guiding Principles: neatness, suitability, moderation, cleanliness, and safety.
- Clothing should cover the abdomen and undergarments.
- Hoods, hats, bandanas, sunglasses, and sweatbands are not allowed.
- No clothing with offensive, explicit, or illegal content printed on it will be allowed.
- In addition to the student's attire, other physical appearances can also be a distraction for some classmates. While appropriate in some environments, tattoos (fake or real) on the face or neck area, excessive make-up, etc., can be a distraction in the elementary classroom, and are prohibited.

The school administration and teachers reserve the right to determine whether the student's attire is within the policy standards. Any student not dressed in accordance with the policy shall be given the opportunity to correct the violation and/or lent appropriate clothing. Students in violation of the dress code will be subject to disciplinary action and parent notification.

- The District will grant exceptions to this policy upon request for religious reasons.

FIELD TRIPS

Field trips enhance the educational experience for our students by providing a learning environment at a site outside the classroom. These trips may include visits to local historical sites, museums, science centers, performing arts theaters and other locations that are age appropriate for the students.

Each student must submit a signed permission form to participate in any field trip. The permission form must be signed by a parent/guardian and returned to the classroom teacher, along with any fee required, prior to the date of the field trip. Students without a completed form will not be allowed to participate. Adult volunteers will accompany the students and classroom teachers if chaperones are needed. CORI checks are required for all school volunteers, including field trip chaperones.

Participation in a field trip experience is a privilege. Each student's behavior reflects directly on the Jacobs School. At the discretion of the principal, a student may be excluded from a field trip as a result of past behavior. This is to ensure the safety of the students, chaperones and classroom teachers.

No child shall be denied access to attend a field trip because of the family's financial situation. If you cannot afford the field trip fee, please contact the principal directly and arrangements will be made.

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and The Constitution of the Commonwealth of Massachusetts and related court rulings clearly establish the concept of "separation of church and state" 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.

While it is recognized that some activities are initiated with the approach of major holidays due to 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 religious aspects 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. Pageants, plays, recitals and other literary or dramatic activities should not be used to convey religious messages. Teachers should avoid assigning or encouraging artwork that promotes religious aspects of such holidays.

In accordance with the Hull Public Schools "School Ceremonies and Observances" policy, the Jacobs School Council has decided to acknowledge the diverse religious beliefs of the student population and may display holiday symbols and seasonal décor of the various holidays in the

school's lobby.

MOBILE PHONES & ELECTRONIC DEVICES

Students who carry mobile phones and other electronic devices should keep them turned off and in their backpacks during school hours and on the school bus. The Jacobs School will not be responsible for lost, stolen, or damaged items.

CLASS PLACEMENT

From the end of April until June, teachers and administrators work in collaboration to develop well-balanced classes. As parents/guardians, and as your child's first teacher, you have significant knowledge of your son or daughter's learning style and academic needs. If you have specific concerns or information regarding your child that you would like us to take into consideration during class placement, please make note of your concerns on the form that you will receive in April. If you are unable to discuss these issues with your child's teacher, please send the note to the Assistant Principal or Principal. NOTE: Parental requests for specific teachers are not accepted. Parents/guardians are notified of class placements for the following year on or before the last day of school.

STATEWIDE STANDARDIZED TESTING

The following statewide standardized tests are administered to elementary students:

English Language Arts	Math	Science
Grade 3	Grade 3	
Grade 4	Grade 4	
Grade 5	Grade 5	Grade 5
Grade 6	Grade 6	

Other school-based or district-based assessments may also be administered to students.

GRADES

Elementary report cards are standards based and correlated to the Massachusetts Curriculum Frameworks. All students K-5 will receive three report cards per year. Standards-based report cards emphasize student growth, foster a deeper understanding of individual skills, and encourage targeted interventions to support each student's unique learning needs.

Letter Grades and Numeric Equivalents (Grade 6 Only)

Students are graded on their report cards with a letter indicating academic achievement. Conduct and Effort will be indicated by personal printed comments and will not affect academic grades. The following letter grades and numeric equivalents will be used for grade 6 students at the Jacobs School:

A	= 93 and above	C	= 73 – 76
A-	= 90 – 92	C-	= 70 – 72
B+	= 87 – 89	D	= 60 – 69
B	= 83 – 86	F	= 59 and below
B-	= 80 – 82	I	= Incomplete
C+	= 77 – 79	P	= Pass

If a student receives a grade of Incomplete for any given subject, he/she has a two-week deadline from the time the report card is received to make up any work, unless a medical condition exists for which a doctor's note is required or there is an exception granted by the 504 or IEP Team. If this is not done, the student will receive a grade of "F" for the work not done and that grade will be used to determine the student's final grade.

Pass / Fail

When, in unique situations, a student is allowed to take a class for a grade of "Pass" or "Fail," Pass work is equivalent to the work required to earn a grade of a "C-" in that class. For purposes of GPA, the "Pass" will be figured in at the value of a "C-" in that course.

Honor Roll

Students who achieve excellence in their studies are recognized on the honor roll at the end of each marking term. The following are the grade requirements for the honor roll:

High Honors is achieved by earning a grade of at least an A- in every subject;

Honors is achieved by earning a grade of at least a B- in every subject.

STUDENT RECORDS

The Lillian M. Jacobs School is responsible for maintaining official student records that include permanent and temporary transcripts of every student. The school will provide a complete copy of a student's school record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district. Upon promotion, a student may obtain a copy of any record pertaining to that student.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow the Lillian M. Jacobs School to disclose those records, without consent, to the following parties or under the following conditions:

- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors,

consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions or to whom are providing administrative and educational services;

- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that, except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- And state and local authorities, within a juvenile justice system, pursuant to specific State law.
- Authorized school personnel of the school to which a student seeks or intends to transfer

Transfer of Student Records to/from Another School

Incoming Transfer Students:

A parent/guardian transferring a student into the Jacobs School must provide school personnel with a complete set of records including academic, health and discipline records. Any student who has an Individual Education Plan (IEP) must provide the IEP prior to enrollment. The parent/guardian must sign a release form prior to enrollment.

Confidentiality of Records

Except where the regulations specify authorized access by third parties, no individuals or organizations other than the parent/guardian, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian of the eligible student.

As required by M.G.L. Chapter 71 Section 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

1. As set forth in 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

- 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
- the parent has been denied visitation, or
- 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
- there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. Upon receipt of the request the school will 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.

Additional information regarding these state regulations may be obtained from the guidance office.

According to Public Law 107-110 (H.R.1) Section 9528, the school shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. Parents/guardians have the right to deny this access by written request to the guidance office.

McKinney-Vento Homeless Education Assistance Act

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency. There are similar protections under Title I of Every Student Succeeds Act (ESSA) for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison who is Rebecca MacDonald at 781-925- 2040. For information regarding foster care students, please contact the DCF liaison of the Hull Public Schools who is Kristen Ryan at 781-925-4400.

The Hull Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the Hull Public Schools' non-discrimination procedures.

SPECIALISTS

At the Jacobs School, we believe a well-rounded education extends beyond the classroom. Toward this end, students will leave their classrooms each day for a 50-minute period of

specialized instruction in Art, Music, Physical Education or Technology/STEAM.

Art

The goal of the Jacobs School Art Program is to let all children find a means of expression that they will take along their life's journey. Art lessons are process oriented not product generated. Children will learn that all people perceive and interpret the world around them differently. An art session consists of instruction and implementation of a lesson where children are exposed to a variety of different artists, methods, materials and techniques.

Music

The goals of the Jacobs School Music Program are to create an awareness of music, to develop an understanding of how music functions and to foster in all students a lifelong interest and appreciation of music. The music program provides basic information about music vocabulary, music history, and aural recognition of folk and classical music, which will lay the foundation for the students to grow into culturally literate adults. The first obligation to the students is to help them develop an attitude toward music, which will ultimately reveal to them a personal value in music.

Physical Education

All children participate in Physical Education once per week throughout the school year, as well as one trimester of Health Class. Developmentally appropriate skills and concepts are taught for each grade level, with a focus on maximum participation and respecting others and their efforts. Children must wear comfortable clothing and sneakers on gym days.

Technology

The goal of the Jacobs School is to continue to work towards integrating computers into instruction and providing all students with meaningful technology based experiences. The lessons and activities presented in the lab vary among classroom teachers and grade levels. The staff recognizes that the computer is another tool in a child's educational program and the use of technology is encouraged. In addition, every classroom has computers within the class and access to the Internet. It is expected that teachers will integrate technology into their instructional plans.

LIBRARY

The goals of the Jacobs School Library are to familiarize all students with books and resources and to encourage a love of reading that is not only the foundation of all education, but also one of life's great pleasures. Our library is staffed by a full-time paraprofessional as well as parent/guardian and community volunteers who generously donate their time to our school. Each class is assigned a half-hour library period each week, during which students can explore our extensive book collection and borrow books that interest them. Each student is allowed to borrow one book per visit, and is expected to return the book during their class's next library visit. Students may not borrow new materials until they return books that they have previously borrowed. Overdue materials may be returned on other days at the discretion of the classroom teacher. Students are responsible for the books that they borrow and may be

charged for lost or damaged materials.

TITLE I

Title I is a federally funded program that provides financial assistance to public school districts. It is a supplementary program designed to provide additional help in the basic skill areas of Language Arts and/or Math.

The classroom teachers refer children for Title I services based on a checklist of test scores and classroom performance. The Jacobs School follows an inclusion model. The Title I teachers give direct services in the classroom whenever appropriate. Various instructional strategies are introduced and modeled.

Parental involvement is emphasized and encouraged. Parents/guardians are invited during Open House and Parent/Teacher Conferences to visit with both the classroom teacher and their child's Title I teacher. These teachers will be able to share strategies that they utilize in the classroom. Homework and study skills will also be highlighted.

School Compact - Schoolwide Assistance Program

The Jacobs School and the parents/guardians of the students participating in activities, services, and schoolwide programs funded by Title I agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Jacobs School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards. The school will provide instruction by a highly qualified teacher in a small group (1-5 students) using reading materials at the students' independent and instructional reading levels. Instruction will focus on decoding, comprehension, and writing based on students' individual needs.
2. Hold parent/guardian-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once each term.
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports with the same frequency as the report cards, once each term.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians by telephone, email, virtual meetings, and/or other mutually agreed upon, pre-arranged times.
5. Provide parents/guardians opportunities to volunteer and participate in their child's

class, and to observe classroom activities. Parents/guardians may participate in the Jacobs School Council, monthly principal coffees, pajama story hours, and other literacy activities designed by individual classroom teachers.

Teachers in the literacy (reading/writing) support team will:

1. Maintain and foster high standards of academic achievement.
2. Teach necessary components and strategies.
3. Coordinate students support services to provide the maximum benefit to students.
4. Provide information about the curriculum and classroom procedures.
5. Ensure an atmosphere of trust and confidentiality.
6. Address the individual needs of all students.
7. Communicate with parents and his/her classroom teacher regarding the child's progress.

Parent/Guardian Responsibilities

I, as parent/guardian, will support my child's learning in the following ways:

1. Make sure my child attends school regularly, is on time, and is well-prepared to learn.
2. Share important information about my child with the school.
3. Participate, as appropriate, in decisions relating to my child's education.
4. Make sure that my child's homework is completed.
5. Establish a daily routine of 15-30 minutes of reading.
6. Attend conferences and/or participate in special programs sponsored by the district.
7. Encourage and support my child both in school and in the community.
8. Promote positive use of my child's extracurricular time.
9. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.
10. Serve, to the extent possible, on policy advisory boards.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 15-30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

4. Come to school on time and well-prepared to learn.
5. Listen attentively and follow directions.
6. Complete homework on time and return it to school.
7. Work hard to show my best in class.
8. Ask my teachers questions when I don't understand something.
9. Spend time outside of school with my parent/caregiver reading, writing, listening and/or talking.

SPECIAL EDUCATION

The Jacobs School embraces the concept of full inclusion. Most of the services are provided in the regular classroom. Special education teachers provide consultation, support and direct services to children. There are also paraprofessionals who work with students, classroom teachers and specialists under the supervision of a special education teacher. Students with special needs are monitored in compliance with all state laws and in conjunction with Individual Educational Program (IEP) recommendations. Student progress is reported twice per year. Annual reviews and three-year re-evaluations are also conducted for students with an IEP.

Access to the curriculum for students with an IEP is based on the student's need and the curriculum being utilized by the classroom teacher. This integration is carried out in various ways. Students who can follow regular class lessons with support are given accommodations so that they may remain on task with the rest of the class. If class lessons are beyond a child's skill level, lessons are differentiated or assignments are modified to target the appropriate skills. Students needing additional help may receive support in a small group within the class.

For some special education students there is a need for "pull out" services where students leave the regular education classroom for direct instruction. These services are provided outside of the general education classroom. Skills taught are reinforced throughout the day in the regular classroom. Speech and language services, occupational therapy, physical therapy, counseling, and optimal learning physical education classes may be held within the regular education classroom or as a pull out service.

Referral Procedures for Special Education

If a teacher is concerned about a student, he/she initially consults the student's parents or guardians. If the concern is of an emotional/social nature, the teacher may consult the school psychologist, assistant principal, and School Social Worker. If the concern is not resolved, the issue will be discussed at a meeting of the Student Assistance Team. The Student Assistance Team, made up of the assistant principal, school psychologist, School Social Worker, and school nurse, meets once a week. At this meeting further support will be determined. Support may take many forms: continued consultation with the teacher; group or individual counseling at school; meeting with the parent/guardian; and/or possible referral for outside services.

If the concern is of a more academic/cognitive nature, the teacher will make a referral to the

Student Intervention Team. This team is composed of the school psychologist, assistant principal, School Social Worker, a classroom teacher, reading specialist, and special education teacher. They provide a forum for discussion of any such concerns, and formulate an action plan. The success of this plan is evaluated within four weeks. If additional support is then deemed necessary, the child may be referred for an evaluation (specialized assessments) through the team chair.

A parent/guardian that suspects his/her child may have a disability may also make a request for an evaluation at any time by contacting their child's classroom teacher or school psychologist.

Once the evaluation request is received, specified assessment measures are determined. All state and federal regulations are followed. A Notice of Procedural Safeguards and Permission to Evaluate form is sent to the parents/guardians. Once permission to test has been received by the team chair, all members involved in the assessment are notified of permission to test, the due date, and the day they will meet with the parent/guardian to discuss the results.

Upon completion of the evaluation, within thirty days after the referral has been signed, the specialist, classroom teachers and parents/guardians will meet to determine the best educational plan for the child. If the student is found eligible for special educational services, an Individualized Educational Program (IEP) will be developed.

Speech and Language Therapy

The speech and language pathology team screens all preschool children (ages 3 and 4) to determine if a need exists for a speech and language intervention. In addition, speech and language evaluations may be included as part of initial evaluations or three-year re-evaluations when appropriate. Speech and language services address delays in articulation, language (expressive and receptive), fluency, pragmatics and voice. Services may be provided in small groups, individually, in the classroom, and through consultation with classroom teachers. Students are referred for speech and language services by the Student Intervention Team, parents/guardians, classroom teachers, or physicians.

Occupational Therapy and Physical Therapy

Occupational and physical therapy services are provided to children who have delays in their fine motor or gross motor, visual motor, sensory integration or perceptual development. Services may be provided individually, through consultation with classroom teachers, or in a small group. Students are referred for occupational and/or physical therapy by the Student Intervention Team, by parents/guardians, classroom teachers or physicians.

Counseling Services

Counseling services are available to students through the School Psychologist and School Social Worker for school related issues. The counseling staff works with students individually or in small groups with the duration of services depending on the individual need of the child. Consultation to parents/guardians concerning school related emotional, social or behavior issues, as well as information about referrals to outside services/agencies is available.

Massachusetts Parental Notice of One Time Consent to Allow Hull Public Schools to Access MassHealth (Medicaid) Benefits

The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student's IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is going to seek this reimbursement, and get your voluntary consent in writing for it. The notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time; and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

ENGLISH LEARNER EDUCATION

Hull Public Schools shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

Hull Public Schools shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

Hull Public Schools shall provide additional information as required by DESE to comply with federal law.

HOMEWORK POLICY

The term "homework" refers to an assignment to be prepared outside of class and/or which requires individual work in the home. Long-term assignments or projects are not considered "homework" as defined in this policy. Homework shall be regarded as an integral part of the school program. It shall also be regarded as an important liaison between the school program and the objectives of instruction. The purposes of homework are to improve the learning

processes, to aid in the mastery of skills, to prepare students for upcoming assignments or assessments, and to create and stimulate interest on the part of the student. Homework is a learning activity that will increase in complexity based on grade level (K-12) and course level (Accelerated, CP, honors, Advanced Placement).

The teacher will clearly communicate the purpose of the homework assignment. The information for any homework assignment should be clear and specific so that the student can complete the assignment independently. Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the students have had instruction in the use of them. Homework is not to be used as a form of punishment under any circumstances. Homework should be counted as no more than 15% of the term or trimester grade.

Homework at the Lillian M. Jacobs School is assigned four nights per week and is an expectation in every grade level. Reading at the elementary level has been found to be the single common factor for success in school. This includes independent reading as well as reading with or listening to reading by a parent or guardian. Multiple studies have found links between children's reading and increased communication skills, intellect, and even math abilities. A parent/guardian reading with their child has also been found to foster a stronger relationship and create a more open line of dialogue within families. In addition to reading, reviewing math facts through math games provides students with the necessary foundational skills needed for the higher-level math concepts taught in the upper elementary grade levels and beyond. For this reason, students will be held accountable for reading and math homework on a nightly basis based on their grade level and teacher. Long-term projects will still be assigned throughout the year with a homework component as needed. The following are general guidelines for those directly involved in the homework process:

Responsibilities of the student:

- Put aside non-essential electronics to promote focus on learning
- Seek extra help from teachers if struggling with the content
- Recognize the need for independent work and investigation
- Budget time properly for long-term assignments
- Put in time and effort towards completing homework assignments by the due date

Responsibilities of the teacher:

- Clearly establish the connection between learning objectives and the homework assignment
- Ensure that homework is checked, reviewed, and timely feedback is given
- Consider the needs and abilities of all students and differentiate assignments accordingly

- Clearly post all assignments
- Be certain all students clearly understand the expectations of the homework assignment
- Challenge students to investigate and problem solve
- If there are significant concerns about homework completion, parents will be contacted

Responsibilities of the parent/guardian:

- Provide an environment without distractions for your child to complete their work
- Check in with your child about what work is assigned, when it is due, and if it is completed
- Check Aspen/Google Classroom or other platform regarding assigned and completed work

LEARNING ENVIRONMENT

The staff at the Lillian M. Jacobs School will expect, model and encourage appropriate behavior from our students in all school situations, including classrooms, cafeteria, playground, buses and during school sponsored events.

A major goal of the Jacobs School is to provide a positive learning environment that will encourage the intellectual, emotional, physical and social well-being of children. Behavioral expectations have been established to foster self-discipline through taking care of oneself, each other and the school. Students are required to treat people (fellow students, staff, teachers and visitors) and property with respect and not to engage in harmful conduct.

Students are expected to abide by the school rules against bullying:

1. We will not bully other students. This includes physical threats or actions, name- calling, verbal threats, and teasing.
2. We will try to help students who are bullied.
3. We will make a point to include students who are easily left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

On those occasions when behavior is detrimental to the conducting of effective classes, or to other students, we may follow a procedure that could include any of the following:

- a) Discussing the specific incident with the child or children who are involved
- b) Excluding the child from a specific activity
- c) Notifying the parent/guardian via a note or phone call about the specific incident
- d) Having parent/guardian come to the school for an in-school conference

- e) Implementing a plan of action to address the on-going behavioral issue with the student, parent/guardian, and the school
- f) Detaining the student beyond the regular school day (parent/guardian would be contacted and required to arrange transportation.)
- g) Suspension, in or out of school

In determining the severity of the penalty, the principal, assistant principal or designee may consider all relevant factors, including, but not limited to, the following:

- a) The student's previous disciplinary record
- b) The severity of disruption to the educational process
- c) The degree of danger to self, others and the school in general
- d) The degree to which the student is willing to change his/her inappropriate behavior

CODE OF CONDUCT

Students are expected to behave in a way that promotes learning and fosters a positive, inclusive environment. Teachers and students establish expectations for each classroom community. Below are school-wide core values in which students are expected to promote each and every day.

Be RAD

R-Respect Others

A- Act in ways that are safe, caring and welcoming

D-Do your best Learning

When a student exhibits a core value behavior they will be rewarded with a Pirate's Gold Sticker. Once a student receives 10 pirate's gold stickers they will be able to cash them in for a prize from the office.

Principal's Discretion

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) 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.

Detention (Upper School)

Minor violations may result in detention being assigned by teachers or administrators. Students are reminded that detention sessions are an obligation that must be met when assigned and that detention takes precedence over work schedules or co-curricular and extra-curricular activities. Teacher and Administrative Detentions are from 3:15-4:15 p.m. Teacher and Administrative Detentions may also be assigned during lunch. Students who fail to serve assigned detentions will be subject to further disciplinary action and parent notification.

Procedures for Short-Term Suspension

Short-term suspension is the exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

- 1) Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a) The disciplinary offense;
 - b) The basis for the charge;
 - c) The potential consequences, including the potential length of the suspension;
 - d) The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e) The date, time, and location of the hearing;
 - f) The right of the parent/guardian and student to interpreter services at the hearing; and
 - g) If the student may be placed on a long-term suspension following the hearing with the principal:
 - i) The rights set forth under the "Procedures for Long-Term Suspension"; and
 - ii) The right to appeal the principal's decision to the superintendent.
- 2) At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the

parent/guardian in the manner specified by the parent/guardian for emergency notification.

- 3) Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offense(s) and what remedy shall be imposed. The principal shall notify the student and parent/guardian in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
- 4) 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.

Procedures for Emergency Removal

If the student's continued presence 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 temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent/guardian. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent/guardian. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Procedures for an In-School Suspension

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent/guardian about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent/guardian to the above-described meeting, if such meeting has not already occurred.

Procedures for Long-Term Suspension

Long-Term Suspension is the exclusion of a student from school premises and regular classroom activities for more than ten school days.

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

- 1) In the event of a long-term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i) The disciplinary offense;
 - ii) The basis for the charge;
 - iii) The potential consequences, including the potential length of the suspension;
 - iv) The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v) The date, time, and location of the hearing; and
 - vi) The right of the parent/guardian and student to interpreter services at the hearing.
- 2) The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- 3) In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
- 4) The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent/guardian.

- 5) At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing will be recorded in advance of the hearing.
- 6) The parent/guardian, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
- 7) The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notify the student and parent/guardian in writing of his/her decision, including the following information:
 - i) The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
 - ii) The key facts and conclusions reached by the principal;
 - iii) The length and effective date of the suspension and the date of return to school;
 - iv) The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v) The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent/guardian or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - (1) The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - (2) The superintendent shall make a good-faith effort to include the parent/guardian in the hearing.
 - (3) The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent/guardian upon request.
 - (4) All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - (5) The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.

- (6) The decision of the superintendent shall be the final decision of the school district.
- vi) If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook. See also, the Suspension/Expulsion Based Upon a Felony Charge/Conviction M.G.L. C. 71, § 37h½ section of the handbook.

Additional Procedural Protections for Special Education and 504 Students

In general, special education and 504 students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education or 504 student from his/her program for more than ten school days in the school year, the student's special education or 504 team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP or 504 plan (a "manifestation determination"). If the team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP or 504 plan, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents/guardians and the district agree to a change in placement.

If the team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP or 504 plan, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Discipline of Students on Individual Educational Programs and 504 Plans

All students are expected to meet the requirements for behavior as set forth in this handbook. Regulations based on federal law, 20 U.S.C. § 1415k and federal regulations, 34 CFR §§300.519 – 300.529, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose support plan is described in an Individualized

Educational Program (IEP) or 504 Plan. Students that are in the process of being tested, or are waiting to be tested, are afforded all the provisions of a student with an IEP until eligibility is determined. The following additional requirements apply to the discipline of students with disabilities:

- In some cases, the IEP or 504 Plan for a student with disabilities might indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- The principal or designee will notify the Special Education Office of the suspendable offense of a student with disabilities and a record will be kept of such notices.
- When it is shown that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a manifestation determination will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition.
- Pending the approval of the amended IEP or 504 Plan and alternative plan by the parent/guardian(s), the student remains in the last agreed upon placement, unless a court order has been obtained which allows the school district to change the student's placement.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Student Services at 781-925-4400 ext. 1121.

Procedures for Expulsion

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten

days from the date of the expulsion in which to notify the superintendent of his or her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under Section 21 of Chapter 76.
6. Districts shall report to the Department of Elementary and Secondary Education (DESE) the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The DESE shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the DESE shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

Suspension/Expulsion Based Upon A Felony Charge/Conviction M.G.L. C. 71, § 37h½

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his or her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The

superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

A copy of this law may be obtained in the main office.

Educational Services and Academic Progress during Suspensions and Expulsion

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent/guardian of such opportunity in writing when such suspension or expulsion is imposed.

Any student 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 a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents/guardians of the services and arranging the services.

LEGAL AUTHORITY: M.G.L. c. 71, § 37H

M.G.L. c. 71, § 37H ½

Physical Restraint Guidelines

What is a Physical Restraint?

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical escort is defined as the touching or holding of a student without the use of force for the purpose of directing the student. Physical escort is not physical restraint and is not covered by these procedures.

The Hull Public Schools, in accordance with 603 CMR 46.00, has determined that school staff will adhere to the following guidelines:

1. All school staff must receive annual orientation training with respect to the district's restraint policy. New staff must receive orientation training within the first month of their employment. The principal shall direct the Crisis Intervention Team Leader within the school to provide the training to the new staff. The school must identify specific staff to serve as the school-wide resources (Crisis Intervention Team) to assist in ensuring proper administration of physical restraint. These individuals must receive in-depth training with respect to restraint and implementation of regulations.
2. A physical restraint will be administered only when needed to protect a student and/or member of the school community from imminent, serious physical harm and when non-physical interventions would be ineffective. The use of physical restraint is to prevent or minimize any harm to the student and/or other individual. Only staff trained in physical restraint should physically restrain a student.
3. Physical restraint may not be used as a means of punishment or as a response to property destruction, school disruption, refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Seclusion is prohibited.
4. All incidents of physical restraint must be reported to the principal or his/her designee immediately following the incident.
5. The principal or designee shall verbally report any physical restraint incident within 24 hours of the incident. In addition, the principal/designee shall report incidents (described in Item 6 & 7) by written report postmarked no later than 3 school working days of the incident in the language that is used for other reports to that student's parents/guardians. A copy of this report will be sent to the Director of Student Services.
6. The staff member shall report the use of physical restraint as soon as possible and by written report no later than the next school day. The principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which upon request, shall be made available to the Department of Elementary and Secondary Education (DESE). A copy of these reports will be forwarded to the Director of Student Services.

7. Any physical restraint incident that results in personal injury to the student must be reported to the DESE within 3 school days of the incident. A copy of the school's record of physical restraints covering the 30-day period prior to the incident must be included. A copy of these reports will be sent to the Director of Student Services.
8. Follow-up procedures for restraint include not only the reporting requirements set for above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

NOTICES OF CIVIL RIGHTS

Notice of Equal Opportunity

The Hull Public Schools reaffirms that they do not discriminate on the basis of age, race, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, sex, gender identity, limited English proficiency, homelessness, disability, religion or sexual orientation in admission to, access to treatment in or employment in its programs or activities. Consistent with M.G.L. Chapter 76, Section 5, the Hull School District also affirms the commitment to maintain a school and work environment free of harassment based on age, race, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, sex, gender identity, limited English proficiency, homelessness, disability, religion or sexual orientation. Any harassment on the basis of age, race, traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, sex, gender identity, limited English proficiency, homelessness, disability, religion or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

NOTICE OF NON-DISCRIMINATION

The L.M. Jacobs School admits students, regardless of age, race, including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, sex, gender identity, limited English proficiency, homelessness, disability, religion or sexual orientation to all the rights, privileges, programs, courses and activities generally accorded or made available at the school. Further, Jacobs School does not discriminate on the basis of age, race, including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, sex, gender identity, limited English proficiency, homelessness, disability, religion or sexual orientation in the administration of its educational policies and programs.

Inquiries concerning the application of this policy prescribed by TITLE IX of the Education Amendments of 1972 and Chapter 622 of the Laws of the Commonwealth of Massachusetts may be directed to a building Administrator or the Superintendent of Schools.

Inquiries concerning the application of nondiscrimination policies may also be referred to: Regional Director, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921.

Discrimination and Harassment

The Hull Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination or harassment on the basis of age, race, including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, limited English proficiency, sex, gender identity, homelessness, disability, religion or sexual orientation, are not tolerated. Discrimination and harassment are contrary to the mission of the Hull Public Schools and its commitment to equal opportunity in education.

It is the policy of the Hull Public Schools to promote and maintain a working environment that is free from all forms of harassment including sexual harassment. The district does not discriminate against students, parents, guardians, employees, or the general public. No person shall be excluded from or discriminated against in admission to the Hull Public Schools on account of age, race, including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, limited English proficiency, sex, gender identity, homelessness, disability, religion or sexual orientation (M.G.L. c. 76 5). Additionally, the Hull Public Schools does not tolerate harassment based upon age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation. (603 CMR 26.08). "School" includes school sponsored events, trips, sport events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hull Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hull Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

Definition of Discrimination and Harassment

Harassment is defined as unwelcome conduct, whether verbal or physical, that is based on: age, race, including traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, national origin, limited English proficiency, sex, gender identity, homelessness, disability, religion or sexual orientation.

Grievance Officer:

The building Principal and/or Designee, Assistant Principal, School Social Worker and School Psychologist act as grievance officers for the Jacobs School. The grievance officers will be provided with training for handling discrimination/harassment cases and each year will be responsible for informing all staff and students of their rights and responsibilities under this policy.

Procedures for reporting, investigating and resolving complaints of discrimination/harassment:

1. Any member of the school community who believes that he or she has been subjected to discrimination/harassment will report the incident(s) to a building administrator or can report to any staff member and a staff member will report it to the building administrator.
2. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer may put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to report the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer.

Student-to-Student Mediation

The parties can agree to resolve the matter informally if both parties agree. In these cases, the student complainant will meet with the School Social Worker and/or School Psychologist. The student is given the opportunity to meet with the alleged harasser face-to-face or, if that is not possible, to write a letter to the alleged harasser. The conversation or the letter should include the following:

- a. An exact description of the behavior, including when and where it occurred
- b. A description of how the behavior made the victim feel—embarrassed, intimidated, angry, etc.
- c. A request that the behavior stop because it is discrimination/harassment and is against the law
- d. An agreement that if the behavior stops, nothing further will be said and no further action is to be taken

The School Social Worker and/or School Psychologist will meet with the accused to discuss and resolve the issue either with the complainant or by going over the letter. A statement of resolution will be signed. The School Social Worker and/or School Psychologist will provide the Principal and/or Assistant Principal a brief report which documents the intervention. This documentation shall be kept in the School Psychologist's office.

Within a reasonable time following this meeting, the School Social Worker and/or School Psychologist will meet with the complainant to confirm resolution of the situation.

In cases where the discrimination/harassment is determined to be severe, persistent, when there is retaliatory behavior or when it is not resolved through the above procedure, the situation will be immediately referred to the administration (Principal and/or Assistant Principal) for investigation.

Formal Complaint Procedures for filing report of discrimination/harassment with Central Office Harassment Complaint Officer:

In cases where the student complainant is not satisfied with the outcome of informal

resolution or chooses not to engage in informal resolution, it will move to a formal investigation.

- a. The grievance officer will meet with the alleged discriminator/harasser to obtain his or her response to the complaint.
 - b. The grievance officer may hold as many meetings with the parties as is necessary to gather facts.
 - c. The grievance officer will meet with other individuals who may have pertinent information.
 - d. The grievance officer will review any pertinent documents.
 - e. The Hull Public Schools will take immediate steps to protect the complaining student, alleged discriminator/harasser, witness, students, and school employees pending completion of an investigation of alleged discrimination/harassment and may make any appropriate referrals for assistance, including but not limited to counseling, etc.
3. The investigation will be processed expeditiously with a completion time goal of two weeks. Upon completion of the investigation, the grievance officer shall prepare a report outlining the findings. If discrimination/harassment is found to have occurred, the grievance officer will meet with the Superintendent of Schools to plan appropriate disciplinary action.
 - a. The grievance officer will write a summary of the investigation and the disciplinary action decided upon by the Superintendent of Schools. Both the complainant and the alleged discriminator/harasser shall receive the summary. If a complaint is substantiated, the summary shall be placed in the file of the discriminator/harasser. If the complaint is unsubstantiated, a summary shall be kept in the grievance officer's confidential files for one (1) year. Additionally, if it is substantiated, the District will put in remedial measures for the victim to ensure his or her safety and to ensure an equal opportunity to access the educational environment.
4. Grievants are not limited to a formal grievance procedure but may seek relief from other agencies including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office of Civil Rights of the Department of Elementary and Secondary Education.
5. Any retaliatory action taken by an employee or student in connection with a discrimination/harassment complaint will be regarded as a separate and distinct matter under this procedure.

**ABBREVIATED REFERENCE TO THE LEGISLATION AND SPECIFIC CRITERIA OF CIVIL RIGHTS,
AND SCHOOL AND DISTRICT COORDINATOR INFORMATION**

Law	Coordinator
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Law	Coordinator
Title VI of the Civil Rights Act of 1964 – prohibits discrimination, exclusion from participation and denial of benefits based on race, color and national origin.	Kristen Ryan 18 Harborview Road 781-925-4400
Title IX of the Education Amendments of 1972 – prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 Kristen Ryan 18 Harborview Road 781-925-4400
Title I of the Americans with Disabilities Act of 1990 – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.	Kristen Ryan 18 Harborview Road 781-925-4400
Title II of the Americans with Disabilities Act of 1990 – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.	Kristen Ryan 18 Harborview Road 781-925-4400
Section 504 of the Rehabilitation Act of 1993 – prohibits discrimination, exclusion from participation and denial of benefits based on disability	Kristen Ryan 18 Harborview Road 781-925-4400 Rebecca MacDonald 81 Central Avenue 781-925-2040 Nancy LeBlanc 180 Main Street 781-925-3000 Daniel O'Donnell 180 Main Street 781-925-3000 Maureen Rosenplanter 18 Harborview Road 781-925-4400
Massachusetts General Laws, Ch. 76, S. 5 – prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.	Christine Cappadona 18 Harborview Road 781-925-4400
Title I of the Elementary and Secondary Education Act of 1965 – designed to help disadvantaged children meet challenging content and student performance standards.	Kristen Ryan 18 Harborview Road 781-925-4400
603 CMR 46.00 – governs the use of physical restraint on students in publicly funded schools.	Kristen Ryan 18 Harborview Road 781-925-4400 Michael Knybel 180 Main Street 781-925-3000 Anthony Hrivnak 81 Central Avenue 781-925-2040 Kyle Shaw 18 Harborview Road 781-925-4400
Sexual Harassment	Harassment Grievance Officer District-Wide:

Law	Coordinator
	Kristen Ryan 18 Harborview Road 781-925-4400 Building-Based Grievance Officers: -Jacobs School Lindsey Rajan and Maureen Rosenplanter 18 Harborview Road 781-925-4400 -Memorial Middle School Alison Caputo and Rebecca MacDonald 81 Central Avenue 781-925-2040 -Hull High School Julie Burke and Andrea Centerrino 180 Main Street 781-925-3000

Sexual Harassment/Title IX Policy

This policy applies to the extent that there is an allegation of sexual harassment under the Federal definition of sexual harassment. If the allegations are under solely the state definition of harassment, the district will utilize other policies and procedures.

Definitions

Under state law, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

Under Federal law, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the

recipient's education program or activity ("hostile environment harassment"); or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Deliberate indifference" means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

"Emergency removal" means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to a building administrator. The incident(s) will be referred to one of the building grievance officers. The building grievance officer will attempt to resolve the problem in an informal and timely manner. However, upon the request of the complainant be followed by a formal process.

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within five school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant’s preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction

a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX District Coordinator is:

Kristen Ryan, 18 Harborview Road, Hull, MA 02045 781-925-4400 x1121
kyryan@town.hull.ma.us

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty school day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The Superintendent will annually appoint a central office Title IX grievance officer for the district who will be vested with the authority and responsibility of processing all sexual harassment complaints. If there is a complaint about the Superintendent, it shall be reported to the Chair of the Committee.

Building Title IX Grievance Officer

The building Principal and/or Designee, Assistant Principal, Adjustment Counselor and School Psychologist act as Title IX grievance officers at the building level. The Title IX grievance officers will be provided with training for handling sexual harassment cases and each year will be responsible for informing all staff and students of their rights and responsibilities under this policy.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within thirty (30) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX

Coordinator is free to cast himself/ herself as investigator, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient’s code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient’s education program or activity will be provided by the recipient to the complainant; and
- (F) The district’s procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people’s physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district’s conclusion that its response was not deliberately indifferent. Records for the district will be maintained by the District Title IX Coordinator at Central Office.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution

processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within five (5) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Superintendent, Judith Kuehn, 18 Harborview Road, Hull, MA 02045 - 781-925-4400 x1118
jkuehn@town.hull.ma.us

External Grievance Procedure

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are

protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

BULLYING AND CYBERBULLYING

The Hull Public Schools are committed to maintaining a school environment where students are free from bullying and cyberbullying and the effects thereof. The Jacobs School is committed to creating a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

At the Jacobs School bullying can be understood as unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or being unkind on purpose in a repeated and severe manner, as defined below.

Examples of bullying may include:

- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone
- Touching or showing private body parts
- Spreading rumors about someone

Staff at Jacobs School will do the following things to prevent bullying and help children feel safe at school:

- Supervise students in all areas of the school and playground
- Watch for signs of bullying and try to stop it when it happens
- Respond quickly and sensitively to bullying reports
- Provide education to students on bullying
- Watch for retaliation against students who report bullying
- Work with principal and assistant principal to assign consequences for bullying based on school discipline code

Students at the Jacobs School will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied

- Report bullying to an adult

Definitions

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by a district or school, or through the use of technology or an electronic device owned, leased or used by a school district, commonwealth charter school, or non-public school.

Bullying is also prohibited both (i) at a location, activity, function or program that is not school-related and (ii) through the use of technology or an electronic device that is not owned, leased or used by a district or school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will, oral or written threats, teasing, putdowns, name-calling, stalking, threatening looks, gestures, or actions; cruel rumors, false accusations, and social isolation.

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying. Hostile environment, as defined in M.G.L. c. 71,

§ 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Bullying and Retaliation are Prohibited and May Lead to Discipline.

The Hull Public Schools absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation may be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

Reporting Obligations

Reporting by Staff: A member of school staff, including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation he/she has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: If at any point after receipt of a report of bullying or retaliation, or during or after an investigation, the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal

or designee will notify the local law enforcement agency.

In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Hull Public Schools or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hull Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Hull Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

Investigation: The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations and the ages of the students involved.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incident(s) or cooperated with the investigation is strictly prohibited and may result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

Student with Individual Education Program: The Individualized Education Program Team will indicate if a child has a disability that affects social skills development or that child is

vulnerable to bullying, harassment or teasing because of the child's disability. The Individualized Education Program shall address the skills needed to avoid and respond to bullying, harassment, or teasing.

DETERMINATION

School personnel must weigh all of the evidence objectively to determine whether the alleged event(s) occurred and, if they did, whether the event(s) constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924D.2d 872 (9th Cir.1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Hold parent conferences
- Transfer a student's classroom
- Limit or deny student access to a part, or area, of a school
- Enhance adult supervision on school premises
- Exclude a student from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Provide relevant educational activities for individual students or groups of students. Clinical staff and others in the school setting who have been trained to work with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Provide counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students

Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians—unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any student that is found to have violated this policy may be subject to action including, but not limited to, warning, formal reprimands, education or counseling, suspension, or exclusion.

- **Step One: Incident Reporting**

If a student/staff member or other adult witnesses or reports an incident:

- Staff member reports incident to designated administrative staff member
- Prevention and Intervention Incident Reporting Forms are available in school

If a student reports an incident to a staff member:

- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to designated administrative staff member on the same school day

- **Step Two: Conduct Investigation**

- Interview the alleged target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Careful consideration must be given before arranging to see target in the alleged aggressor's presence
- Careful consideration must be given before arranging mediation in bullying situations
- Encourage target to report any additional incidents with the alleged aggressor
- Interview the student accused of bullying:
- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter

- **Step Three: Initiate an Action Plan – Assign Consequences if needed**

- Assign appropriate consequences (educational/disciplinary)
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you will continue to monitor behavior
- Monitor safety of target
- **Step Four: Document Incident and Consequences/Follow-Up**
 - Document outcome of investigation on the Incident Report Form/Action Plan Form
 - Contact parent/guardian of target and alleged aggressor
 - Follow-up: Provide update to appropriate staff member(s)
 - Monitor students' behavior
 - Notify teachers who have contact with target and aggressor

BEFORE AND AFTER SCHOOL PROGRAMS

JASPER: Jacobs After School Program For Enrichment And Recreation

The Jacobs School offers several sessions of JASPER throughout the year. Courses typically meet for one hour after school, one day a week for six to eight weeks. A variety of courses are offered during each session, such as arts and crafts, games, and sports. The vision of JASPER is to provide a low-stress, small group, safe and caring environment for students in grades K-5. For more information call the school at 781-925-4400. We are always looking for parents/guardians to offer enrichment courses as part of our JASPER program. Please call us if you are interested in teaching a course or assisting in a program.

After School Activities (Upper School)

Students may remain after school if they are:

- Directly involved in a school-sanctioned activity.
- Requested to remain by a teacher, staff member or administrator. If so requested, a student will report to the designated area within five minutes after the end of school.
- Receiving extra help from a teacher or working on a class project.
- Students who stay after school to receive extra help are expected to remain in the classroom where they are receiving that help until the late bus arrives.
- Late buses are provided at 4:15 p.m. on Mondays, Tuesdays, and Thursdays for students who stay after school.

ORGANIZATIONS FOR PARENTS/GUARDIANS

Jacobs School Council

In accordance with the Education Reform Act of 1993, the Jacobs School has an advisory board, referred to as the Jacobs School Council. The council is composed of parents/guardians, community members, teachers and the principal. Though law dictates the number of members, anyone is welcome to attend any of the meetings. Dates are posted at Town Hall or can be found through the school office and school website. The council meets monthly to review school budgets, formulate school improvement plans and advise the school principal.

Hull PTO

The Hull PTO (Parent Teacher Organization) is a group of parents/guardians, teachers and community members who actively support the educational program of the Hull Public Schools. Its members are involved in fundraising projects to provide financial support for activities such as field trips and supplementary materials for teachers. The PTO sponsors three book fairs every year at the Jacobs School. The proceeds benefit the library and other student activities. The organization also provides parent/guardian volunteers for special events throughout the school year.

SEPAC (Special Education Parent Advisory Council)

Hull SEPAC is a state-mandated volunteer organization serving as a resource and advisor to parents/guardians of children with special needs in Hull from preschool through high school. The purpose is to: participate effectively in the planning development and evaluation of special education services and programs; provide information on special education topics and issues; encourage networking among parents and guardians; encourage and facilitate an effective partnership between parents/guardians and school administration and staff. For more information contact the Director of Student Services at 781-925-4400 x1121.

Wellspring

The students and staff of L.M. Jacobs School occasionally hold food drives for the food pantry at Wellspring, a multi-service center that provides support to individuals and families in need. For more information, go to <http://wellspringhull.org> or call 781-925-3211.

ANNUAL ASBESTOS NOTIFICATION LETTER

Dear Staff, Guardians, and Students:

This notice is to comply with the required annual Asbestos Hazard Emergency Response Act (AHERA) notice.

A copy of The Hull Public Schools Asbestos Management Plan is available in each school and at the main administrative office during regular school hours. Inquiries regarding the management of asbestos containing materials in our schools should be directed to our district's AHERA Designated Person, Diane Saniuk, who can be reached at the Administrative Offices of the Hull Public Schools, located at 18 Harborview Road, Suite 2, or by email at dsaniuk@town.hull.ma.us, or by phone 781-925-4400, extension 1111.

STUDENT SUBMISSION TO EDUCATION SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or

partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

INTERNET USE POLICY

Internet Acceptable Use Policy

In order for a student/faculty/staff to use the Hull Public Schools' Internet Connection, the party must read these guidelines and sign the Acceptable Use Contract. A parent or guardian for anyone under eighteen (18) years of age must also sign the contract.

MOBILE COMPUTING DEVICE ACCEPTABLE USE POLICY

Hull Public Schools (HPS) Mobile Computing Projects Policy, Procedures, Information Guide

& Loan Agreement

The HPS Mobile Computing Devices are tools and resources for the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these twenty-first century students is the mobile computing device (e.g.: iPads, Android tablets, Windows Tablets, Netbooks, etc.) The individual use of mobile computing devices is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

According to studies and school reports, students who use a computing device in a one- to-one education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of formation and ideas. Mobile computing devices are devices that make learning more engaging and assessable by freeing up the student from being tied to a static location.

Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with mobile computing devices integrate technology into the curriculum anytime,anyplace.

The HPS Computer Network and Mobile Computing Devices are established for a limited educational purpose, and have not been established as a public access service or a public forum. The HPS has the right to place restrictions on the use of the Computer Network and Mobile Computing Devices it issues, and to require users to abide by system rules and School Committee policies, including but not limited to, the HPS' Non- Discrimination Policy and Prohibition Against Sexual Harassment and the HPS' Anti- Bullying Policy and Bullying Prevention and Intervention Plan and to protect the confidentiality of student record information and personnel record information.

While there are many valuable resources on the Internet, there also are many sites that can be considered inappropriate for students and serve no educational value. All individuals using the Internet must use the Computer Network and Mobile Computing Devices responsibly to ensure it is only used for educational purposes, and must be consistent with the academic activities of the HPS and will be under the supervision of HPS staff. By using the HPS networked information resources, both student and adult users are agreeing to accept this policy.

Use of the HPS Computer Network and Mobile Computing Devices, including without limitation networked information resources, for any illegal or commercial activities is prohibited.

1.0 GENERAL INFORMATION

The policies, procedures and information within this document apply to all student mobile computing devices used at the Hull Public Schools, including any other device considered by the administration to come under this policy. Teachers may set additional requirements for

use in their classroom.

1.1 Receiving your Mobile Computing Device

Mobile computing devices will be distributed during “Device Orientation”. Parents & students must sign and return the Mobile Computing Device Acceptable Use Policy and Student Pledge before the device can be issued to their child.

1.2 Returning your Device

Devices with accessories will be returned back to the Hull Public Schools during the final week of school or upon sooner request. If a student leaves or transfers out of the Hull Public Schools District during the school year, the device will be returned at that time. Students who withdraw, are suspended or expelled, or terminate enrollment at Hull Public Schools for any reason must return their device with accessories on the date of termination.

2.0 CARE OF THE MOBILE COMPUTING DEVICE

The mobile computing device is school property and all users will follow this policy and the Hull Public Schools Acceptable Use Policy for this technology. Students are responsible for the general care of the device and assorted accessories they have been issued by the school. Devices that are broken or fail to work properly must be taken as soon as possible to the technology department for an evaluation of the equipment.

2.1 General Precautions

- Only use a clean, soft cloth to clean the screen, no cleansers of anytype.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the Hull Public Schools.
- Devices must never be left in an unlocked locker, unlocked car or any unsupervised area.
- Students are responsible for keeping their device’s battery charged for school each day.

2.2 Screen Care

The screens can be damaged if subjected to tough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the device when it is closed.
- Do not place anything on the device that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not “bump” the device against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

3.0 USING YOUR DEVICE AT SCHOOL

Mobile Computing Devices are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars, grades, school work, and schedules may be accessed using the device. Students must be responsible to bring their device to all classes, unless specifically instructed not to do so by their teacher.

3.1 Mobile Computing Devices Left at Home

If students leave their device at home, they are responsible for getting the course work completed as if they had their device present, and may ask if a loaner device is available for the class.

3.2 Mobile Computing Devices Undergoing Repair

Loaner devices may be issued to students when they leave their devices for repair with the technology department. There may be a delay in getting a device should the school not have enough to loan.

3.3 Charging your Mobile Computing Device's Battery

Devices must be brought to school each day in a fully charged condition. Students need to charge their devices each evening.

3.4 Screen Savers/Background Photos

Inappropriate media may not be used or accessed on the device as a screen saver or background photo. Inappropriate media includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures and will result in disciplinary actions.

3.5 Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. All required school software/Apps will be provided by the district. Inappropriate material includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures and will result in disciplinary actions.

3.6 Printing

Wireless printing will be available for devices in the library and classrooms.

3.7 Home Internet Access

Students are allowed to set up access to wireless networks on their mobile computing devices.

3.8 Passwords

All users must be aware that they should not have any expectation of personal privacy in the use of these devices. If a password is used to lock a device, the password must be given to administration upon request.

4. MANAGING YOUR FILES & SAVING YOUR WORK

4.1 Saving to the Mobile Computing Device/Cloud

Student may save work directly on the device. It is recommended students e-mail documents to themselves and/or their teacher for storage on a flash drive or district server or sync to iCloud, Google Docs, Dropbox or similar online service.

Storage space will be available on the device but it will NOT be backed up in case of re-imaging. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion.

4.2 Network Connectivity

The Hull Public Schools makes no guarantee that their network will be up and running 100% of the time.

5. SOFTWARE ON MOBILE COMPUTING DEVICES

5.1 Originally Installed Software

The software/apps originally installed by the Hull Public Schools must remain on the device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course. Periodic checks of mobile computing devices will be made to ensure that students have not removed required apps or added apps that are not appropriate for school.

5.2 Additional Software

Students are allowed to load extra software apps on their mobile computing device via wireless Internet connection, CD, DVD, flash drive or the like. Students are allowed to log into their personal online accounts (for example, iTunes or Android marketplace) in order to load appropriate software apps at their own expense. Under NO circumstance is any school device to be connected or synchronized to ANY computer. This action could wipe the device.

5.3 Inspection

Students may be selected at random to provide their mobile computing device for inspection.

5.4 Procedures for Reloading Software

If technical difficulties occur or inappropriate media is discovered, the device will be restored from backup. The Hull Public Schools do not accept responsibility for the loss of any software or documents deleted due to re-imaging.

5.5 Software Upgrades

Upgrade versions of licensed software/apps are available from time to time. Students may be required to turn in their device for periodic updates and syncing.

6. ACCEPTABLE USE

6.1 Statement of Responsibility

The use of a mobile computing device is a privilege. The user is responsible for what he/she says and does on the network. Communication with thousands of others is quick

and easy. Therefore it is important for the user to stop and think before communicating and to show respect for other people and for their ideas. Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by the technology department or school administration. Please refer to the district “Internet Use Policy” which is located in the student handbook.

6.2 Confidentiality and Data Guidelines

The Hull Public Schools abides by the Family Education Rights and Privacy Act (FERPA), The Children’s Internet Protection Act (CIPA), and The Protection of Pupil Rights Amendment (PPRA). Guidelines, protocols, and service contracts have been established to ensure all data systems, cloud based resources, locally installed applications, databases, and vendors protect and secure the confidentiality and privacy of students.

6.3 Parent/Guardian Responsibilities

Talk to your children about values and the standards that your children should follow on the use of the Internet just as you would on the use of all media information sources as television, telephones, movies, and radio. If you have particular concerns regarding use of the mobile computing device by your child, these conditions, access to sites, material, content or the like, you must discuss it with the school.

6.4 School Responsibilities

- Provide Internet access to its students.
- Provide Internet Blocking of inappropriate materials while on the school wireless and wired networks.
- Provide network data storage areas. These will be treated similar to school lockers. The Hull Public Schools reserves the right to review, monitor, and restrict information stored on or transmitted via Hull Public Schools owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid student in doing research and help assure student compliance of the “Internet Use Policy”.
- Teachers, administrators and other school personnel who are using the Internet as part of their teaching may call the HPS Technology Department to request that a specific site be blocked or unblocked. Such decisions will be made by those responsible for monitoring the HPS filtering system in consultation with appropriate school personnel.

6.5 Students Responsibilities

- Use computer/devices in a responsible, respectful, and ethical manner. Responsible users will not use computers, devices or the network:
 - for commercial purposes of any kind;
 - for political lobbying, although users may use the system to communicate with representatives and to express his/her opinion on political issues;

- for illegal or criminal activities;
 - for posting, disclosing or otherwise disseminating personal contact information about themselves or other people, including name, address, telephone, school or work address, without the prior permission of a school administrator, and the prior written permission of the individual whose personal contact information is to be posted;
 - for posting or otherwise disseminating a message that was sent to them privately without permission of the person who sent the message. This provision does not prohibit a user from promptly disclosing to a teacher or school administrator any message they receive that is inappropriate or makes them feel unsafe;
 - to threaten, humiliate, bully, harass, intimidate or send offensive information to another person or about another person;
 - for posting chain letters, engaging in spamming or engaging in any other inappropriate form of communication over the computer network;
 - for posting, disclosing or otherwise disseminating personnel record information without prior permission of a school administrator unless such disclosure or dissemination is permitted by federal or state law;
 - for viewing, possessing, posting, disclosing, sending, sharing or otherwise disseminating sexually explicit digital pictures, text messages, emails or other material of a sexual nature on any computer, cell phone or other electronic device regardless of whether federal or state child pornography law is violated;
 - for activities which disrupt the educational environment;
 - for unethical activities, such as cheating on assignments or tests or engaging in plagiarism;
 - for activities that invade the privacy of others;
 - violate the legal rights of software producers, network providers, copyright and license agreements;
 - to permit students to interact with any websites that require input of personal or student identifiable information (such as name, address, telephone number, email address, etc.) unless the use of such website has been approved by the HPS Technology Department; and to violate the provisions of M.G.L. c. 71, §370, including its provisions of regarding bullying, cyberbullying and retaliation.
- Obey general school rules concerning behavior and communication that apply to network use according to the Hull Public Schools Internet Use Policy. This policy is available online and in the student handbook and must be signed by students and their parents each year.

- Use all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions cause by the students’ own negligence, errors or omissions, or hacking. Use of any information obtained via Hull Public Schools designated Internet System is at your own risk. Hull Public Schools specifically has no responsibility for the accuracy or quality of information obtained through its services.
- Help Hull Public Schools to protect our computer system/device by contacting an administrator about any security problems you may encounter. Students will not attempt to gain unauthorized access to the HPS Computer Network and Mobile Computing Devices or any other computer network or go beyond the user’s authorized access, make deliberate or malicious attempts to disrupt the Computer Network and Mobile Computing Devices or destroy data by spreading computer viruses or by any other means, or otherwise vandalize, tamper with, destroy or interfere with the Computer Network and Mobile Computing Devices, with programs, data, files or any other electronic information or devices or attempt to vandalize, tamper with, destroy or interfere with the Computer Network or Mobile Computing Devices, with programs, data, files or any other electronic information or devices.
- Students should always turn off and secure their mobile computing device after they are done working to protect their work and information.
- If a student should receive email or other electronic message containing inappropriate or abusive language or if the subject matter is questionable, it must be reported immediately to a staff member or parent/guardian.
- Return the device to Hull Public Schools at the end of each school year.
- Students who graduate early, withdraw, or terminate enrollment from the Hull Public Schools for any other reason must return their school issued mobile computing device on or before the date of termination. Students and parents must return the device and all accessories in good working condition whenever directed to do so by the school. If you do not fully comply in a timely manner with all terms of this Agreement and the Internet Use Policy including the timely return of the property, the district shall be entitled to declare you in default and may notify the police and/or pursue legal action.

6.6 Mobile Computing Device Care

- The device battery must be charged and ready for school each day.
- Students will be held responsible for maintaining their individual devices and keeping them in good working order.
- Only labels or stickers approved by the Hull Public Schools may be applied to the device.
- Mobile computing devices that malfunction or are damaged must be reported to the technology department or assistant principal.

- The school district does not cover the mobile computing device if it is lost, stolen or damaged due to neglect.
- If it is determined that the damage, loss or theft was due to student or parent negligence or intentional conduct, the student/parent shall be liable for replacement or repair costs as directed by the Hull Public Schools. Students will not receive a replacement device until the cost of the damaged, lost, or stolen device is paid in full.

6.7 Student Discipline

The discipline procedure in the student handbook addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the mobile computing device. Depending on the seriousness of the offense, students may lose mobile computing device and/or network privileges as well as being held for detention, suspension or even in extreme cases expulsion.

7. PROTECTING & STORING YOUR MOBILE COMPUTING DEVICE

7.1 Mobile Computing Device Identification

Student devices will be labeled in the manner specified by the Hull Public Schools. Devices can be identified in the following ways:

- Serial number
- Hull Public Schools Asset Tag

7.2 Storing Your Issued Mobile Computing Device

When students are not using their devices, they should be stored in their locked lockers. The Hull Public Schools require that students use the lock provided by the school district. Nothing should be placed on top of the device when stored in the locker. Students are encouraged to take their devices home every day after school, regardless of whether or not they are needed. Devices should not be stored in a vehicle at school or at home. If a student needs a secure place to store their device, they may check it in for storage with their classroom teacher.

7.3 Devices Left in Unsupervised Areas

Under no circumstances should mobile computing devices be left in unsupervised areas. Unsupervised areas include the school grounds, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallways. This includes areas outside of the school system and any area where the device is not secure or properly supervised. Any device left in these areas is in danger of being stolen. If a mobile computing device is found unattended by school staff, it will be taken to the principal's office.

8. LOSS OR DAMAGE

- If the device, cables, and/or cords are damaged, lost, or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. You must immediately report this to the assistant principal.

- Loss or theft of the property must be reported to Hull Public Schools by the next school day after the occurrence.
- If your device is an iPad, it will have been purchased by the district to carry AppleCare protection. AppleCare does not cover an iPad if it is lost, stolen or damaged due to neglect. A cracked case or screen will not be covered under AppleCare and is considered neglect.

9. ONLINE EDUCATIONAL SERVICES

9.1 HPS utilizes many online applications and web-based tools to foster student learning through personalization, collaboration, and exploration. Online or "cloud" based applications and services extend student learning beyond the school day and building and provide accessibility to useful learning tools.

9.2 HPS uses educational accounts for most of its online services in order to have more control of settings and ease of classroom setup. Prior to using a service or application in the classroom, a staff member must contact the HPS Technology Office. HPS will review the service's privacy and security policies and inform teachers of best practices for using them responsibly. HPS does not approve providers who use personally identifiable information outside of Family Educational Rights and Privacy Act (FERPA) and Massachusetts student records law and do not meet third party standards. Once the application or online educational service has been approved, the staff member will be notified.

9.3 HPS provides these online educational programs and services, certain personal information, generally a student's name and email address and/or user name.

9.4 COPPA requires website operators to provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. COPPA, however, allows school districts to consent for the collection of personal information on behalf of students under the age of 13, eliminating the need for parental consent to be given to each website operator. To streamline the provision of educational services to students, the District will provide consent on behalf of all students. Any website operator who provides educational services is prohibited from disclosing student information to third parties. Parents may at any time request personal information collected from the website operator and ask for the website operator to delete the personal information maintained on the student.

9.5 HPS will maintain a list of programs currently being used by the District.

10. MISCELLANEOUS

10.1 These policies may be amended or supplemented from time to time by the Hull Public Schools. The Hull Public Schools may at any time waive, under appropriate circumstances, any of these terms and conditions.

10.2 The headings in this policy are for convenience and administrative purposes only and do not limit the application of the policy. If you do not completely understand any term of the policy, you are to ask for an explanation from the appropriate representative

of the school. Signatures shall be taken as your representation that you understand and agree to the policy.

10.3 The Hull Public Schools will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime or other laws. You have no rights of confidentiality when using a school issued mobile computing device. Contents of email, information regarding your Internet usage, and network communications may be reviewed at the sole discretion of the Hull Public Schools.

10.4 Many mobile computing devices come equipped with a microphone, front and rear-facing camera, and video capacities. The district retains the rights concerning any recording and/or publishing of any student or staff member's work or image. You must obtain permission from the principal or designee before recording an individual or group or publishing a photograph or video of any school related activity. Unauthorized recordings are subject to disciplinary action in accordance with the Internet Use Policy, student handbooks and applicable law.

10.5 You shall defend, exempt, indemnify and hold harmless the Hull Public Schools, its officers, agents, servants, representatives and/or employees from any and all claims, suits, actions, legal proceedings, demands, damages or judgments, including all expenses, attorney fees, witness fees, costs, and costs and expenses of appeals there from, arising out of your use of the mobile computing device including, but not limited to, your intentional or negligent acts and/or omissions. This paragraph shall survive termination of this Agreement.

10.6 The Mobile Computing Device Acceptable Use Policy must be reviewed and signed each school year.

10.7 I understand that I am to be solely responsible for the care and custody of the equipment listed above during the term of this loan agreement. I understand and agree that I will bear the cost of restoring the equipment to the condition described if it is damaged during the term of this agreement. I understand and agree that if the equipment is damaged beyond repair, or that I am unable for any reason to return it in the condition described, reasonable wear and use excepted, I will pay to the Hull Public Schools the fair value of said equipment.

iPad/Chromebook Initiatives and Google's G-Suite for Education Notice

Students at the Jacobs School will use iPads and/or Chromebooks to enhance their educational experience. These devices help students with organization, research, communication, collaboration, and other 21st century skills. The faculty and administration believe that mobile computing devices are essential to a student's educational experience.

The Jacobs School and district are using electronic applications and programs, such as Google Classroom/G Suite for Education. G Suite for Education is a suite of free, web-based, productivity and collaboration tools that include a word processor, spreadsheet, presentation creator, calendar, and other collaboration applications. Students in grades 3-5 are issued a Google Account that looks like an email address but does not work as one at the elementary level. This access and use of electronic applications and programs is designed to expand our

students' use of digital tools, enhance learning and improve their collaboration skills. The Massachusetts Department of Elementary and Secondary Education (DESE) issued state frameworks (standards) in June of 2016 to guide our instruction of Digital Literacy and Computer Science: <http://www.doe.mass.edu/frameworks/dlcs.pdf>.

The Family Education Rights Privacy Act (FERPA) and the Massachusetts student records regulations allow school districts to disclose student record information or personally identifiable information, without parental consent, to "school officials" or "authorized school personnel." Online and other electronic vendors are "school officials" or "authorized school personnel," when they are providing services to the student in an administrative, diagnostic, or teaching capacity, have a legitimate educational interest in the information, and are under the direct control of the district with regard to the use and maintenance of the educational records. Hull Public Schools ensures that any electronic vendor it uses agrees to comply with student records regulations and that any vendor is under the direct control of the Hull Public Schools. If the District had concerns that any electronic vendor was failing to comply with the relevant student records laws, the District would terminate use of the program.

File: IJNDC-EI

HULL PUBLIC SCHOOLS STUDENT PLEDGE FOR MOBILE COMPUTING DEVICE USE

- I will show respect for others and stop and think before communicating with my device.
- I will secure my device while it is unattended.
- I will never loan out my device to other individuals.
- I will know where my device is at all times.
- I will charge my device daily.
- I will keep food and beverages away from my device.
- I will not disassemble any part of my device or attempt any repairs.
- I will protect my device by caring for it appropriately.
- I will not place decoration (such as stickers, markers, etchings, etc.) on my device.
- I will not deface the serial number or asset tag number on any device.
- I understand that the data on my device is not confidential.
- I understand that my device is subject to inspection at any time without notice as it is the property of the Hull Public Schools.
- I will follow the policies outlined in the Mobile Computing Device Acceptable Use Policy while at school, as well as outside of the school day.
- I will be responsible for all damage or loss caused by neglect or abuse.
- I agree to return the device, power cords, and any issued accessories in good working condition at the end of every school year.
- I will demonstrate digital citizenship by exhibiting responsible behavior with regard to my technology use.

Adoption: September 8, 2014

First Reading: April 10, 2017

Second Reading: April 24, 2017

Adoption: June 19, 2017

Proposed reconsideration: June 2022

Hull Public Schools

File: IJNDC-E2

MOBILE COMPUTING DEVICE ACCEPTABLE USE AGREEMENT SIGNATURE PAGE

I understand and agree to the stipulations set forth in the above document (Mobile Computing Device Acceptable Use Policy) and the HPS Internet Use Policy in the Student Handbook.

Student Name: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

_____ I want to opt out of my student taking the mobile computing device home.

Adoption: September 8, 2014

First Reading: April 10, 2017

Second Reading: April 24, 2017

Adoption: June 19, 2017

Proposed reconsideration: June 2022

Hull Public Schools

STUDENT HANDBOOK SIGNATURE PAGE

Please sign the following statement. All students must submit this form to their respective homeroom teacher before Monday, September 11, 2023.

- I have read the Lillian M. Jacobs School Handbook and agree to obey the rules, expectations, regulations, and policies of the school.
- I have read "The Internet Use Policy" and agree to obey the rules, regulations and policies of the school.
- I have **read and signed** the "Hull Public Schools Student Pledge for Mobile Computing Device Use."
- I have read the Bus Conduct/Transportation policy and agree to obey the rules, regulations and policies of the school.
- This serves as your annual notice of Civil Rights - notice of grievance officers and grievance procedures, bullying prevention and intervention plan, physical restraint procedures, and code of conduct.
- On occasion, photographs are taken of students working on classroom projects, during special events, or for the school or local newspaper(s). I give permission for my child to be photographed or videotaped either by the school for the school newsletter and various news agencies who may be doing stories about the Lillian M. Jacobs School. Pictures may be published in local newspapers and on the school website or social media sites. If you do not want your child's photograph to be used, please check off the appropriate box below your signature.

Student: _____ Grade: _____

Teacher's Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Address: _____

Primary Telephone: _____ Work Telephone: _____

Parent/Guardian Cell phone: _____

Parent/Guardian Email Address: _____

☐ **I DO NOT WANT MY CHILD PHOTOGRAPHED IN SCHOOL.** *Only check this box if you do not want your child included in school photographs or videos of classroom activities and events that may be included on the website, social media or in newspaper articles.*