



Deer Hill School
208 Sohier Street, Cohasset, MA 02025-1999
781-383-6115



Student Handbook

2014-2015

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*PLEASE SIGN AND RETURN TO SCHOOL as soon as possible!



Deer Hill School
208 Sohier Street, Cohasset, MA 02025-1999
781-383-6115

September 1, 2014

Dear Parents/Guardians of Deer Hill Students:

Welcome to the 2013-2014 school year! Whether your children are new to our school or returning to Deer Hill, this year promises to be as fulfilling and challenging as ever. As you know, our goal is to promote an intellectually engaging and emotionally supportive learning environment for all of our students. We believe that this can best be achieved through the promotion of collaborative relationships among all members of the Deer Hill School Community.

In the spirit of effective communication, this Student Handbook has been designed as a guide for both you and your child. It contains information which I hope will be helpful to *you*, such as our school year calendar, a map of the school, and information regarding our instructional programs, school practices and district-wide policies. Please note there are several forms at the end of the book that must be completed and returned to your child's homeroom teacher as soon as possible.

In closing, I look forward to working with you, the students, and the rest of the staff to make this an outstanding year filled with unique and challenging learning experiences.

Sincerely,

Jennifer deChiara, Ph.D.

Principal

DEER HILL SCHOOL VISION

At the Deer Hill School, we strive to prepare our students for success in the 21st century. We work to ensure students succeed socially, emotionally, and intellectually. Throughout our instructional program we emphasize critical thinking, creativity, analytical and technology skills. We incorporate lessons of collaboration and communication across all curricular areas. We are committed to providing a safe, respectful, and academically challenging environment with clearly defined goals and expectations. We strive to develop responsible citizens with an appreciation of diversity and a passion for lifelong learning.

2014/2015 School Year

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

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.	Director of Student Services, TBA 781-383-6111
Title IX of the Education Amendments of 1972 – prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Athletics Director, Mr. Ron Ford, 781-383-6103
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.	Business Manager, Mr. David DeGennaro, 781-383-0611
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.	Director of Student Services, TBD 781-383-6111
Section 504 of the Rehabilitation Act of 1993 – prohibits discrimination, exclusion from participation, and denial of benefits based on disability.	District – Director of Student Services, TBA Osgood – Mr. David Vinton 383-6117 Deer Hill – Ms. Robyn Costa 383-6115 Middle School – Ms. Cate Nelligan High School – Ms. Laura Struzziery Mr. Kevin McGowan
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.	Director of Student Services, TBA 781-383-6111
Title I of the Elementary and Secondary Education Act of 1965 – designed to help disadvantaged children meet challenging content and student performance standards.	Ms. Louise Demas, 781-383-4210
603 CMR 4600 – governs the use of physical restraint on students in publicly funded schools.	Director of Student Services, 781-383-6111
McKinley-Vento Act - Homeless	Director of Student Services, TBA, 781-383-6111

Cohasset Public School policy, AC, "Nondiscrimination" states, "Individuals who have a complaint or feel they have been discriminated against because of race, color, gender, religion, national origin, sexual orientation and disability, should register their complaint with the Title IX compliance officer." The above references laws and coordinators indicate whom individuals should contact in the event they feel they have been victims of discrimination.

If any individual associated with the Cohasset Public Schools feels discriminated on the basis of race or national origin (Title VI), gender (Title IX) or disability (Section 504), s/he may file a complaint with the appropriate school or district coordinator.

Grievance Decision APPEALS: Barbara Cataldo, Superintendent, 781-383-6111

Cohasset Public Schools

2014

July 2014

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August 2014

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September 2014

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October 2014

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November 2014

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December 2014

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July

4 Independence Day

August

26 New Teacher's Orientation-Full Day
 27 All Teacher's Opening Day
 28 Teachers Professional Day-Full Day
 29 No School

September

1 Labor Day
 2 School Opens PK-12
 24 Rosh Hashana begins at sundown

October

3 Yom Kippur begins at sundown
 10 Professional Development - Full Day
 13 Columbus Day - No School
 22-23 PK-5 Conferences

November

5 Professional Development - Half Day
 11 Veterans Day - No School
 26 Half Day of School
 27 Thanksgiving Day - No School
 28 No School

December

10 Professional Development - Half Day
 23 Christmas Vacation
 -begins at the end of school-Half Day

January

5 School Resumes
 19 Martin Luther King Day - No School
 26 Professional Development - Full Day

February

4 Professional Development-Half Day
 13 Winter Vacation
 -begins at the end of school
 16 President's Day
 23 School Resumes

March

4 Professional Development-Half Day

April

1 Professional Development-Half Day
 3 Good Friday - No School
 4-11 Passover
 6-9 PK-5 Conferences
 17 Spring Vacation
 -begins at close of school
 27 School Resumes

May

13 Professional Development-Half Day
 25 Memorial Day - No School

June

13 Graduation
 17 Last Day Students-Early Release Day
 24 Last Day with 5 Snow Days

2015

January 2015

S=18 T=19

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February 2015

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March 2015

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April 2015

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May 2015

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June 2015

S=13 T=13

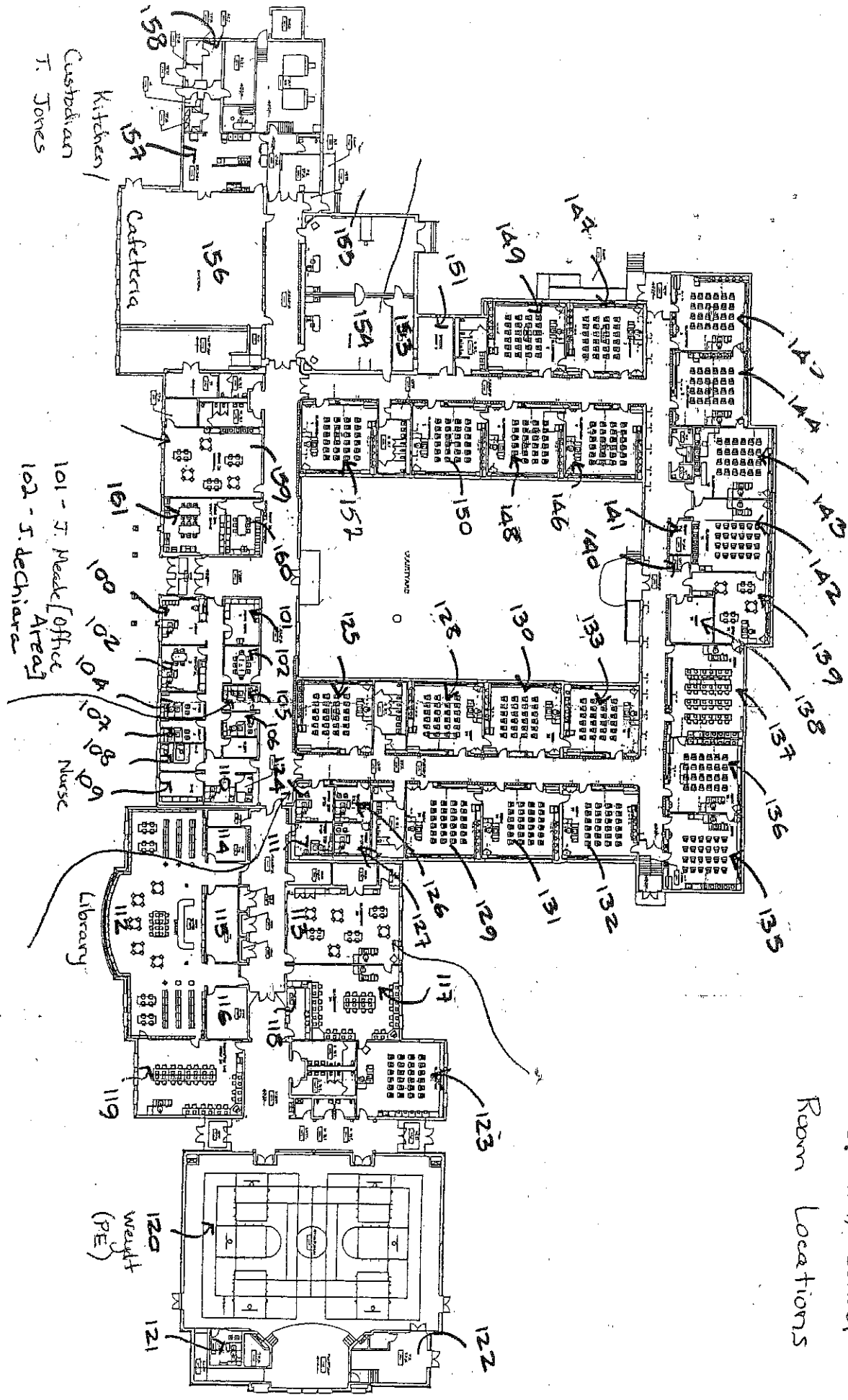
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28	29	30				

Bolded, Underlined & Italicized Dates - School Committee Meetings

Shaded Dates - Early Release Days

Boxed Dates - No Classes - () -

Deer Hill School
Room Locations



DEER HILL SCHOOL STAFF

2014-2015

OFFICE	PHONE EXT.(and Room#)	EMAIL ADDRESS
Dr. Jennifer deChiara, Principal	102	jdechiara@cohassetk12.org
Mrs. Joni Meade, Secretary	101	jmeade@cohassetk12.org
Ms. Meredith Whalen, School Psychologist	104	mwhalen@cohassetk12.org
Mrs. Robyn Costa, Counselor	107	rcosta@cohassetk12.org
Mrs. Mary Mastromarino, Nurse	110	mmastromarino@cohassetk12.org

CLASSROOM TEACHERS

Grade 3

Ms. Kelly Unangst	129	kunangst@cohassetk12.org
TBA	131	
Ms. Kathy Jordan	128	kjordan@cohassetk12.org
Mrs. Margaret Holland	136	mholland@cohassetk12.org
Mrs. Maika Massari	130	5mmassari@cohassetk12.org
Mrs. Margaret Smith	133	msmith@cohassetk12.org

Grade 4

Ms. Jennifer Clark	147	jclark@cohassetk12.org
Mrs. Suzi Corkhum	135	scorkhum@cohassetk12.org
Ms. Jeanne Hanson	146	jhanson@cohassetk12.org
Ms. Meghan O'Hara	149	mohara@cohassetk12.org
Ms. Michele Mosher	132	mmosher@cohassetk12.org
Mrs. Kara Moser	148	kmoser@cohassetk12.org

Grade 5

Ms. Deborah Henry	117	dhenry@cohassetk12.org
Ms. Karin Johnston	123	kjohnston@cohassetk12.org
Mrs. Jacquelyn Kelliher	152	jkelliher@cohassetk12.org
TBA	143	alewis@cohassetk12.org
Mr. Michael Lewis	142	mlewis@cohassetk12.org
Mrs. Cheryl Chapman	150	cchaman@cohassetk12.org

Specialist Teachers

Ms. Ann Berman, Art	113	aberman@cohassetk12.org
Mr. Steven Biagini, Instrumental Music	155	sbiagini@cohassetk12.org
Ms. Jane Gregory, Health	124	jgregory@cohassetk12.org
Mrs. Jennifer Gallagher	115	jgallagher@cohassetk12.org
Mrs. Kristin Lewis, Music	154	klewis@cohassetk12.org
Mr. Michael Weydt, Physical Education	121	mweydt@cohassetk12.org
Ms. Cassandra O'Brien, Computers	137	cobrien@cohassetk12.org

SPECIAL EDUCATION	<u>PHONE EXT.</u>	EMAIL ADDRESS
Ms. Patricia Baldwin, Teacher	125	tbaldwin@cohassetk12.org
Mrs. Danielle Kent, Teacher	139	dkent@cohassetk12.org
Mrs. Kerri Foley, Teacher	159	kfoley@cohassetk12.org
Mrs. Jennifer Mackey, Speech	151	dyess@cohassetk12.org
Ms. Lisa Iarossi, OT	149	liarossi@cohassetk12.org
Ms. Donna Huber, PT	149	dhuber@cohassetk12.org
Mrs. Laurie Toppa, Instructional Aide		ltoppa@cohassetk12.org
Mrs. Marilyn Bonk		
TBA		
Ms. Brenda Regan, Instructional Aide		bregan@cohassetk12.org
Mrs. Liane Seppala, Instructional Aide		lseppala@cohassetk12.org
Ms. Deborah Shannon, Instructional Aide		dshannon@cohassetk12.org
<u>READING SPECIALISTS</u>		
Mrs. Sarah McDonald	144	smacdonald@cohassetk12.org
<u>MATH SPECIALIST</u>		
Mrs. Kathryn Brooks	111	kbrooks@cohassetk12.org
<u>ACTIVITY AIDES</u>		
Mrs. Heidi Salerno		hsalerno@cohassetk12.org
Ms. Sandra (Sam) Zappala		szappolo@cohassetk12.org
Mrs. Carolyn Farrell		cfarrell@cohassetk12.org
<u>CUSTODIANS</u>		
Mr. Mark Flint		mflint@cohassetk12.org
Mr. Steven Flaherty	158	sflaherty@cohassetk12.org
Ms. Sharon Fucci		sfucci@cohassetk12.org
<u>CAFETERIA</u>		
Ms. Maralyn Haraden, Food Service Dir.	383-6107	mharaden@cohassetk12.org
Ms. Maria Calabria	157	
Ms. Kathleen Rhodes	157	
Ms. Sylvanna Truglia	157	

SECTION II-SCHOOL INFORMATION

Absences

In the event that your child is to be absent from school, you are asked to call the office before 8:20 a.m. to inform us of the absence. Your cooperation is needed so that every child can be accounted for. Parents may also leave a phone message regarding a student absence by calling the school at 781-383-6115 and leaving a message on the "absence line" [Press "1" at the prompt]. Students must bring a signed written note of explanation stating the date(s) and reason for the absence upon their return to school.

Arrival

Students will be allowed to enter the building between 8:20 and 8:30 a.m. This applies to students riding buses as well as students walking, riding bikes, or being dropped off by parents. Parents should be advised that there is no supervision in school PRIOR to 8:20 a.m. All students who arrive after 8:30 a.m. are TARDY and must report to the office before going to their homerooms.

Dismissal

Students who require dismissal at a special time must bring a note from home indicating the TIME of their dismissal and WHO will pick them up. The note should be given to the homeroom teacher. If there is a need to dismiss a student without a note, VERBAL CONFIRMATION BETWEEN THE PARENT AND THE OFFICE IS NECESSARY.

Walkers, Bike Riders, and Parent Pick-Up

Walkers and students riding bikes will be dismissed through the front doors and will proceed down the sidewalk to the Crossing Guard on duty. Parents picking up their child by car should enter the driveway at the back of the school and students will be dismissed via the double doors outside the gymnasium by a staff member on duty as cars pull forward.

BICYCLE SAFETY

The bicycle safety rules at Deer Hill School are as follows:

1. You must wear a helmet
2. You cannot ride your bike on the white sidewalk in front of the school. The white sidewalk runs from in front of the cafeteria all the way to Schier Street
3. You must walk your bike at all times when on the sidewalk
4. If you are coming up from or going to the Joseph Osgood School, you must share the sidewalk with the walkers. If the sidewalk is crowded, you must wait until it is safe to pass or get off your bike and walk around the walkers.
5. It is the biker's responsibility to make sure the walkers are safe. Do not assume they have heard you if you ring your bike bell or call out to them - WAIT until they have moved out of the way and it is safe to pass.

Bus Students

Bus students will be called from their classrooms as buses arrive. Students will line up in the hallway and exit through the front doors of the school to board their buses.

Early Dismissals

As a general rule, early dismissal is discouraged. An early dismissal is defined as departure prior to 2:30 p.m. Written notification must be provided. Acceptable reasons for early dismissal include medical appointments, family emergencies, etc. Students will be dismissed from the School Office. Pickup for early dismissal will be at the main entrance to the school.

CLOSINGS-Snow Days and Emergency Dismissal

School Closing or Delay: A ConnectEd will go out to the entire school community, and information will be televised on CBS, ABC, NBC, Channels 25 and 56, WBZ Radio AM 1030, and the district website www.cohassetk12.org.

In the event that an unforeseen early dismissal is necessary (inclement weather, loss of electricity, etc.) the following procedure will be followed at Deer Hill:

1. After notification from the Office of the Superintendent, the Connect-Ed system will be used to notify parents. (Information including student's name, parent's name, and telephone numbers from the Student Information Form will be used for this purpose). Local radio and television stations will be notified as well for public announcements.
2. Homeroom teachers will be notified of the time of early dismissal.
3. Homeroom teachers will instruct students who are unsure of where they are to go to call parents and/or the emergency contact person.
4. Prior to dismissal, students who are unable to speak with parents/contact person will be paired with a friend where an adult will be present, and this information will be recorded in the office.
5. Please have a general plan for your child in case of any emergency dismissal.

CODE OF CONDUCT

The Deer Hill School Code of Conduct is adopted from the School Safety and Discipline Procedures K-5 (revised 2002-03). It is our goal to create a school-wide culture characterized by care, respect, connection, clarity, consistency, curiosity, creativity, competence, and celebration. A focus of these elements within a healthy learning environment provides a context for building character as well as furthering social skills. By using pro-social strategies consistently throughout the school, students and adults develop a common language, a sense of safety, and a trusting acceptance of self and others.

Elements of a Healthy School Environment

Care and Respect: Care and respect are nurtured in an environment of open communication and effective problem solving. Attention to the basic need for safety also communicates care and respect and provides physical as well as emotional security.

Connection: A culture of connection is nurtured through school-wide practices that honor cultural, gender, ethnic, and learning diversity. A cooperative school environment can be supported through practices that support cooperative learning, class meetings, and peer tutoring. Opportunities are provided for parents to volunteer and establish staff/parent connections.

Clarity and Consistency: A clear sense of shared purpose and consistent expectations provide the framework to reinforce pro-social skills. There is a democratic process for decision-making, problem solving, and conflict resolution.

Curiosity and Creativity: Curiosity and creativity are characteristics of a rich learning environment. These characteristics are fostered when risk taking, questioning, and problem solving are supported and students are provided with strategies to work through interpersonal problems.

Competence: Competence is fostered as individuals are coached to learn from mistakes and recognized for their efforts. An environment that has high expectations for individual performance and support for reaching personal levels of excellence sustains growth of personal competence.

Celebration: A strong school culture reinforces what it values through celebration. Taking time to acknowledge effort and success is often the spark that keeps student and adults invested in their work.

Guiding principles for Ethical Conduct, Civic Responsibility, and Character Development

- Identify and respond to all antisocial behaviors, including incidents of harassment, bullying and violence;
- Provide procedures for children to report concerns to adults;
- Commit to a democratic process for decision-making, problem solving, and conflict resolution that encourages all voices to be heard;
- Develop and consistently apply school-wide rules;
- Implement a character education program curriculum;
- Emphasize the use of strategies for calming down, problem solving and anger management;
- Encourage taking responsibility for actions;
- Use logical consequences and positive reinforcement for desired behaviors;
- Encourage communication between parents and school.

School Rules and Student Expectations

- Speak in an acceptable manner;
- Move in a careful way;
- Follow directions;
- Respect the property of the school, teachers, and others.

Students are expected to behave in a way that promotes learning and does not interfere with teaching and learning. Teachers and students in each classroom set up rules and consequences that promote an optimum learning situation for all.

Students reported for misconduct will speak with the principal. Parents will be notified when it is deemed necessary.

In the halls students are expected to

- Remember that classes are in session
- Walk quietly and to the right
- Go directly to their destinations
- Line up quietly and in an orderly manner during end-of-the-day dismissal procedures

Students should be quiet, careful, and courteous in the halls. They should be considerate classes that are in session and try not to disturb teachers and students who are working.

On the playground students are expected to

- Play carefully and in a manner that will not cause harm to self or others; avoid contact sports or games
- Follow the rules of the games
- Follow directions
- Use playground equipment provided; avoid hard balls, electronic toys and games, and valuable items that may be lost or damaged.
- Walk to their class line when the bell is rung or other signal is given

Students are expected to abide by the rules of the playground, to cooperate with the supervisors on duty, and to be considerate. Students who do not follow the rules may be required to remain inside during recess for a period of time to be determined by the principal.

In the cafeteria students are expected to

- Pass through the serving area in a quiet, orderly manner
- Remain seated at their assigned tables
- Use appropriate table manners
- Talk in an acceptable manner
- Respect school property and the belongings of others
- Follow directions
- Clear tables and place trash in the proper receptacles before leaving
- Listen carefully and line up quietly when the bell is rung or other signal given for dismissal from the cafeteria

Students are expected to abide by the rules of the cafeteria. Students reported for misconduct may be required to miss the lunch recess or have lunch in another area designated by the principal.

TELEPHONE USE

The use of cell phones is not permitted at Deer Hill School. Students will be allowed to use the school telephone only in the case of an emergency or with the teacher's prior approval.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents:

1. In the event of any misconduct on the bus, the incident will be reported on the proper form to the school principal. He/she will report the incident in writing to the parent concerned.
2. In the event of a repetition by the same student, the principal shall suspend the student's transportation privileges with written notice to the parent.
3. If a third such incident occurs, bus privileges will be denied the student and the responsibility for the transportation will then rest with the parent.

Loading and Unloading at Bus Stop:

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.
5. No kindergarten student will be dropped off without a parent or guardian present for pickup.

Required Conduct aboard the Bus:

1. Riders must remain in seats or in place when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Smoking is prohibited.
4. The following disturbances are prohibited:
 - Pushing or wrestling
 - Annoying other passengers or disturbing their possessions
 - Talking to the driver
 - Throwing objects within the bus or out of the windows
 - Climbing over the seats
 - Opening or closing windows
 - Leaning out of windows
 - Littering the bus
5. Parents will be held responsible for any defacing or damaging of the bus.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return the signed forms indicating that the regulations have been received and read.

On the bus the students are expected to:

- Ride only the bus that has been assigned unless there is an emergency or unless the school office has given prior approval
- Wait for the bus in an orderly manner
- Board and depart the bus only after it has come to a complete stop
- Cross in front of the bus
- Tell the driver if something is dropped under or near the bus
- Be quiet and orderly
- Sit at all times; keep aisles clear and keep arms and other objects inside the bus
- Avoid eating or drinking on the bus; this is for the safety of all children, but special consideration is also required for children with food allergies
- Respect the bus and belongings of other students; never throw things or cause a disturbance
- Follow directions

Inappropriate Behaviors and Possible Consequences for Students

Students are subject to consequences and/or suspension for, but not limited to, the following reasons:

- Violation of the rules or expectations outlined above in regard to appropriate behavior in the classroom, on the school bus, in the hallways, on the playground, and in the cafeteria
- Leaving the building or school grounds without permission
- Fighting or threatening to fight another individual
- Unnecessary physical contact and aggressive behavior

- Disrespectful behavior or threats toward any staff member
- Harassment or intimidation
- Stealing or cheating
- Possession of illegal substances
- Fighting or threatening to fight another individual
- Unnecessary physical contact and aggressive behavior
- Disrespectful behavior or threats toward any staff member
- Harassment or intimidation
- Stealing or cheating
- Possession of illegal substances
- Vandalism-destroying or damaging school property
- Abusive or vulgar language or threatening the health, safety, and/or property of any student or staff member
- Refusal to obey a reasonable request from a staff member
- Refusal to obey a reasonable request from a staff member
- Possession or use of a dangerous weapon, including a replica or toy weapon
- Selling items without the permission of the principal
- Possession or use of inappropriate items for school such as beepers, cell phones, ipods, etc.
- Forgery

Possible consequences for students who violate the Code of Conduct may include:

- Verbal warning
- Apology and discussion with parties involved
- Written reflection about behavior
- Timeout for reflection and calming
- Loss of recess
- Loss of other privilege
- After-school detention
- Meeting with counselor
- Meeting with principal
- Communication with parents
- Peer mediation
- Conflict resolution
- After-school meeting
- Behavior modification plan
- In-school suspension (in accordance with Massachusetts General Laws)
- Out-of-school suspension (in accordance with Massachusetts General Laws)
- Expulsion (in accordance with Massachusetts General Laws)

COHASSET PUBLIC SCHOOLS'

Approved 12-15-2010

Amended 3-21-2011

Approved 4-6-2011

Amended and Approved 10.2.13

BULLYING PREVENTION AND INTERVENTION PLAN

This Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to address bullying and cyber-bullying and reflects the Cohasset Public Schools' commitment to working with students, staff, families, law enforcement agencies, and the community to maintain a school environment where students are free from bullying and cyber-bullying and the effects thereof. In consultation with these constituencies, the school district has established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying and retaliation. The principal in each school building is responsible for the implementation and oversight of this Plan.

I. DEFINITIONAL SECTION.

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

Bullying, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 of damage to his 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.

Bullying shall include cyber-bullying and 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.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons,

if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment, as defined in M.G.L. c. 71, s. 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.

Perpetrator is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

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

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

II. PROHIBITION AGAINST BULLYING AND RETALIATION.

The Cohasset Public Schools prohibits acts of bullying and cyber-bullying and is committed to protecting ALL students regardless of their status under the law:

(i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and

(ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Cohasset Public Schools also prohibits retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

III. REPORTING AND RESPONDING TO BULLYING AND RETALIATION.

A. Reporting bullying or retaliation: Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others and may be oral or written. Oral reports made by, or to, a staff member must be recorded in writing. The district has developed an Incident Reporting Form, however, use of this form is not required as a condition of making a report.

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 report immediately to the principal or designee when s/he witnesses or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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 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. Students, parents/guardians, and others may request assistance from others to complete a written report. Students will be provided practical, safe, and age-appropriate ways to report and discuss an incident of bullying or retaliation with a staff member or with the principal or designee. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

B. Responding to a report of bullying or retaliation.

1. Safety

Even before fully investigating allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety must consider the rights of both the alleged target and alleged aggressor. The principal or designee may take additional steps to promote safety during the course of, and after, the investigation, as necessary.

2. Obligation to Notify Others

a. Notice to Parents or Guardians. While there may be circumstances in which a principal or designee contacts parents or guardians of an alleged target or an alleged aggressor prior to any investigation, notice is not required until there is an investigation and determination that bullying or retaliation has occurred.

b. Notice to Another School District or School. If an incident of bullying or retaliation involves students or school staff from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.

c. Reporting to Local Law Enforcement. At any point after receipt of a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the 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 school, the principal or designee of the school informed of the bullying or retaliation will notify the local law enforcement agency if s/he

has a reasonable basis to believe that criminal charges may be pursued against the aggressor. The principal shall document the reasons for his or her decision to notify law enforcement.

C. Investigation.

The principal or designee will investigate promptly all reports of bullying or retaliation, and, in doing so, will consider all available information known, including the nature of the allegation(s) and the age of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the report of bullying or retaliation.

Written statement: The investigator will seek to determine the basis for the report of bullying or retaliation, gathering information from the person making the report, 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.

Given that it is helpful to have these facts in writing, if age appropriate, the person making the report may be asked to put the report in writing and to sign and date it. If the person making the report cannot or chooses not to put the report in writing, the investigator will record the allegations, read them to the person making the report to confirm accuracy, and ask the person making the report to sign the document. If the person making the report cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. The investigator will remind the alleged aggressor, alleged target, and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the person making the report of bullying or retaliation and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

D. Determinations.

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events 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*, 924 F.2d 872 (9th Cir. 1991).-

E. Responses to Bullying or Retaliation.

1. **Taking Disciplinary Action.** Students who engage in bullying or retaliation will be subject to disciplinary action, however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. In addition, 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. The range of possible disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, loss of recess, 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 Plan is designed or intended to limit the authority of school staff, administrators and/or the school committee (a) from taking disciplinary or other action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment or (b) from taking disciplinary or other action under General Laws Chapter 71, §§ 37H or 37H1/2, other applicable laws, or local school handbook provisions or district policies, regardless of whether this Plan covers the conduct. Staff found to have engaged in bullying or retaliation may also be subject to disciplinary action as appropriate.

2. **Taking Other Steps to Prevent Recurrence.** In addition to taking disciplinary action, the following are examples of steps that the principal or designee may take in an effort to prevent the recurrence of bullying or retaliation:

- (i) offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- (ii) providing relevant educational activities for individual students or groups of students, in consultation with a guidance counselor(s) and/or other appropriate school personnel;
- (iii) implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- (iv) meeting with parents/guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- (v) adopting behavioral plans to focus on developing specific social skills;
- (vi) making a referral for an evaluation;
- (vii) transferring student's classroom or school;
- (viii) limiting or denying student access to a part, or area, of a school;
- (ix) enhancing adult supervision on school premises;
- (x) excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- (xi) developing a Personalized Action Plan for the target 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;
- (xii) arranging 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.);

(xiii) Providing 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.

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

F. Closing the Complaint.

The principal or designee shall promptly notify the parents of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what the school district or school's procedures are for responding to the bullying or retaliation. The principal shall inform the target's parent of actions that school officials will take to prevent further acts of bullying or retaliation. Because of the legal requirements regarding confidentiality of student records, the principal or designee cannot report specific information to the target's parent about any disciplinary action or other action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The district will retain a written record of the investigation, including the name of the person making the report of bullying or retaliation, the date of the report, a brief statement of the nature of the report, the outcome of the investigation, and the action taken.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT.

A. Annual training on the Plan. Faculty and staff at each school will be trained annually on the school district's Bullying Prevention and Intervention Plan.

B. Ongoing professional development. The Cohasset Public Schools will provide ongoing professional development for all staff members including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. The content of the professional development will include, but will not necessarily be limited to,

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

C. Annual written notice to staff. The Cohasset Public Schools will provide all staff with annual written notice of the Plan by publishing the Plan on the district's website and including information about the Plan, including sections related to staff duties, in all employee handbooks.

V. ACCESS TO RESOURCES AND SERVICES.

A. Counseling and referral to outside services. The Cohasset Public Schools has the capacity to

provide counseling or other appropriate services that may assist in preventing the recurrence of bullying or retaliation. In appropriate instances, the school district also will consider referral to outside services for the target, aggressor, and/or appropriate family members of said students.

B. Students on Individualized Education Programs (IEPs). Whenever the evaluation of the IEP Team indicates that a child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment, or teasing because of the child's disability, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

VI. BULLYING PREVENTION CURRICULA.

As required by M.G.L. c. 71, s. 37O, Cohasset must provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school district's curricula. Curricula must be evidence-based. Effective instruction may include classroom activities, whole school initiatives, and focused strategies for bullying prevention and social skills development. One initiative for bullying prevention will be to teach students about the student-related sections of this Plan.

VII. COLLABORATION WITH FAMILIES.

A. Parent education and resources. The Cohasset Public Schools will offer educational programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school district or individual school. The programs will be offered in collaboration with the PSO, school councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements. Each year the Cohasset Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula being used. This notice will include information about how parents and guardians can reinforce the curricula at home and support the school district's Plan; the dynamics of bullying; and on-line safety and cyber-bullying. The school district also will provide annual written notice of the relevant student-related sections of this Plan to students and parents/guardians in age-appropriate terms and in languages most prevalent among students and parents/guardians. In addition, the Cohasset Public Schools will post this Bullying Prevention and Intervention Plan on the school district's website. The school district also will provide parents with notice about the school district's acceptable use policy regarding use of school computers.

COMMUNICATION & CONFERENCES

Effective communication is a key component to an effective school. Parents, teachers, and students must communicate efficiently and effectively in order to maximize student learning and provide an educational experience consistent with our mission and vision for Cohasset Public Schools. Forms of communication include conferences, e-mail, phone calls, and written notes. Specific details are provided below regarding these methods of communication.

Parent-Teacher Conferences

1. Parent-Teacher Conferences:

Parent-Teacher conferences are held twice during the school year in October and March. The conferences are an opportunity for parents to meet with their child's homeroom teacher and, as available, with other teachers providing instruction to their child. We recognize that ongoing two-way communication is vital to ensure the success of every student. Parents also have the opportunity to schedule an appointment with their child's teacher(s) throughout the school year as necessary.

2. Other Conference Requests:

Other conference requests should be coordinated between the teacher and the parent. Parents are encouraged to contact the school secretary and leave a message for the teacher, indicating the nature of the call and proposed times and/or dates to confer. Teachers will return calls at their earliest convenience.

3. Other Parent Concerns:

From time to time parents may feel that their child's needs are not being met adequately. Parents should make every reasonable effort to express such concerns to their child's homeroom teacher and/or the specific subject teacher, and to work toward reasonable resolution of the matter before registering said concern with the Principal. Should the principal receive a parent concern through other channels, such as another administrator or other third party, the Principal will defer the matter to the teacher before intervening. If attempts to reach resolution are not successful, the Principal will, if asked, mediate the matter.

E-Mail

Many Deer Hill School staff members find E-mail to be an effective form of communication with parents. A complete listing of staff e-mail address is provided in the Staff Directory at the front of this handbook. If you do not find an e-mail address for the staff you wish to contact, please call the school and we will put you in contact with that individual.

Phone Calls

Most Deer Hill School staff members have a phone with a direct extension in their classrooms. A list of these extensions is provided in our Staff Directory at the front of this handbook. For staff members not listed, our phone directory may be accessed by pressing the asterisk key on your phone during the greeting and entering the first three letters of the staff member's last name.

WRITTEN NOTES

The following situations require a written note from a parent/guardian:

Absences (State the reason and date.)

After-School Home Visit (Notes must be shown to the school office personnel.)

Change in pick-up (State the date and who will be picking up the child.)

Early Dismissal (State time, purpose, and who will be picking up the child.)

Excused from Physical Education classes (State the reason. If excused from multiple sessions, a physician's note is required indicating the reason and the length of time the child is to be excused. Once a child can return to P.E. classes, a note from the physician indicating such return is required.)

DRESS CODE

A student's appearance should reflect good health practices, safety, and decency as would be defined by the reasonable lay person. As such, clothing, jewelry, and other accessories must not be a disturbing or distracting element to the learning environment or pose a safety hazard to the student wearing it or to others.

Students must wear laced sneakers (not slip-ons) for physical education classes. Baggy clothing and skirts are inappropriate attire during such classes. Clothing suitable to the activity and climate is encouraged, and all students are informed in advance of future activities. The wearing of hats is not allowed inside school.

DROP-OFF OF ARTICLES: PROCEDURES

We know that parents understand and appreciate the importance of uninterrupted instructional time, and we seek your cooperation in minimizing the number of classroom disruptions.

If parents choose to drop off items that their child(ren) may have forgotten (i.e. lunch, gym sneakers instrument, homework, etc.), they are asked to bring it to the school office, label the item with both the child's name and homeroom teacher's name, and to place the item on the table outside the office identified for such purposes.

For the school secretary to interrupt the classroom to announce that an item has been dropped off is as disruptive as delivering the item to the classroom. Therefore, parents must realize that it is the child's responsibility, if s/he realizes that they have left something at home, to check in at the office. For this reason parents are asked to reconsider the frequency with which they bring such items of a non-emergency nature to the school. Often such occasions become opportunities to engage in problem solving with children so that they become more adept at organizing their day, planning ahead, and accepting responsibility. We ask parents to view the situation as such.

ELECTRONIC DEVICES

Mechanical devices, telephones, ipods, MP3 players, and personal/CO player headsets are prohibited during school hours, including bus trips, lunch and recess. These items are expensive, and the lockers are not a safe location for valuables. Please do not bring them to school unless teachers have given special permission for their use during field trips.

FIELD TRIPS

Field trips provide an opportunity to extend learning beyond the classroom. Field trips are not part of the school budget. Thus, students are charged a fee to cover the cost of bus transportation and any admittance fees. Parents of students who may be unable to pay such a fee are asked to contact the school confidentially through the child's homeroom teacher, school secretary, or the principal. Such information will be held in strictest confidence, and the school will make every effort to cover such costs. Field trips will require permission in each and every instance. General permission forms are available on our website, www.cohassetk12.org, although each trip will include specific information as part of the permission form. **School Committee approval:** If a planned trip is on a boat or overnight, the Cohasset School Committee must approve the trip.

HEALTH SERVICES

If a student needs to be excused from physical education, a physician's note should be submitted to the health office indicating the extent of the injury and the duration of the limitation along with any other restrictions on student participation.

Physical Examinations

Physical examinations are required in Grades K, 1, 4, 7, and 10. They are also required for any school year during which your child plays Middle/High School sports.

Deer Hill has one registered nurse on staff. Parents should feel comfortable in communicating with the school nurse regarding any health-related matters.

Screenings: Three screenings are provided during the year.

Grades 3,4,5	Height and Weight
Grades 3,4,5	Eye and Ear Exams
Grade 5	Scoliosis

Dispensing of Medication

Any medication (prescription or over-the counter) administered to students during school hours requires a completed parental permission form. Forms are available in the nurse's office or from the district website. The medication must be delivered by a parent/guardian to the nurse's office in a properly labeled prescription bottle or in the manufacturer's labeled container. Students are not allowed to transport medication to or from school. Cough drops are considered medication. The first dose of any medication should be given at home for observation of an allergic reaction. A non-prescription medication may be given only for the condition indicated on the permission slip.

Allergies

Any student with a prescription for epinephrine should have a current epipen autoinjector supplied by the family available in the health office for his/her life-threatening allergy.

The health office should be made aware of all allergies in writing at the beginning of the school year. If a special accommodation is necessary for your child's allergy, your child's physician should complete the documentation outlining the accommodation needed. An individual health care plan can then be devised to implement the accommodation plan.

Physical Education

If a student needs to be excused from physical education, a physician's note should be submitted to the health office indicating the extent of the injury and the duration of the limitation along with any other restrictions on student participation.

Physical Examinations

Physical examinations are required in Grades K, L, 4, 7 and 10 and for any school year that your child plays Middle/High School sports.

HOMEWORK

General Guidelines

Purpose: The purpose of homework is to reinforce, extend and/or enrich the learning that takes place during the school day. If parents find that their child is spending an inordinate amount of time completing homework assignments, contact should be made with the classroom teacher and accommodations may be made.

Reading: Cohasset students should be encouraged to read independently each evening for 20-40 minutes. This extended reading can be related to the instruction in the literacy block, but it is neither essential nor educationally sound for students to have their independent reading always connected to formal schooling.

Recommended Homework Levels

Grade 3	<u>20-30</u> minutes/night plus 20-30 minutes of independent reading
Grade 4	<u>30-40</u> minutes/night plus 30 minutes of independent reading
Grade 5	<u>40-50</u> minutes/night plus 30-40 minutes of independent reading

Every student should have a "Homework Helper" who agrees to bring home assignments for a fellow student who is absent, and who will call the absent student at home after school hours to explain the assigned work or help the student understand the work. Absent students should also demonstrate responsibility by contacting the helper when they are not present at school. Teachers have been asked to make certain that every student has a "Homework Helper." This process will make it easier when student absences do occur.

A Further Word about Reading

All too often *we*, as adults, think that once a child has learned to decode with some fluency that the developmental reading process is over. It is often said that in Grades 1-3 they learn to read, while in Grades 4-6 they read to learn. Please continue to read aloud, or do a shared reading, with your older children and use it as a springboard for discussion.

LOST AND FOUND

Articles of clothing, lunch containers, jewelry and other items found unattended around the school will be brought to the central office. If unlabeled they are taken to the school's Lost and Found in the cafeteria, where they are displayed prominently. At various times during the school year, students are reminded to check the Lost and Found. Before every school vacation, articles remaining in the Lost and Found are cleaned and donated to charity.

To avoid the loss of possessions, please label all clothing, lunch containers and any other items you deem appropriate. If something is of significant value, please do not send it to school.

LUNCH PROGRAM

All students must purchase a main lunch or bring a lunch to school. If you choose to purchase lunch from the cafeteria, there is one daily main choice and a standard alternative. School lunch consists of an entree, side dishes and beverage. The cost for the meal is \$2.50. Desserts and snacks are also available for purchase separately.

There are three ways to purchase school lunch. Lunches can be pre-paid online at COHASSET.SCHOOLFUSION.US. Students may bring cash on a daily basis. Meal tickets, in books of 10, may be purchased in the cafeteria. Please make checks payable to the Cohasset Public Schools. Students who lose or forget their lunch money will be provided with an alternate lunch (sandwich, fruit, milk).

Foods are prepared at both Deer Hill and the Middle/High School and meet federal nutritional standards. The lunch menu is published weekly in the Cohasset Mariner, sent home monthly by the school and posted on the Deer Hill School web site.

Members of the school and food services staff will attempt to guide students toward health-conscious choices whenever possible. If a staff member observes a student repeatedly making non-nutritional selections, they will make every effort to talk with the student directly or contact the parents/guardians. Please take some time to discuss healthy choices with your children and remind them that their lunch money should be used to purchase a main meal and not snacks.

STANDARDIZED TESTING

Students in grades three through five will participate in the statewide assessment system (i.e. MCAS or PARCC) during the spring of each school year. Students may also participate in standardized testing such as the Stanford 10 Achievement Test or similar test on an annual basis as determined by the Cohasset School committee, Superintendent, and/or principal.

MEDIA RELEASE

Many school-related activities are photographed for newspapers or videotaped for public broadcasting. In order to protect your child's right to privacy, we request that you sign the form concerning this matter located at the back of this book.

Cohasset Public Schools' Annual Notice
The Family and Educational Rights and Privacy Act
Massachusetts Student Records Regulations

The Family and Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (Massachusetts Regulations) together provide parents and eligible student (those who have reached the age of 14 or who have entered the ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Regulations by contacting Dr. Jennifer deChiara at 781-383-6115. These rights include:

1. The right to access the student's education records. Parents or eligible student should submit their request for access to the building principal. Access is generally provided within ten days of a request. Massachusetts General Laws Chapter 71, Section 34H, however, provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Director of Pupil Services.
2. The right to request amendment of the student's education records. Parents or eligible student should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts Regulations authorize disclosure without consent.

Some of the Exceptions

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Such school officials include professional, administrative and clerical staff who are employed by the Cohasset Public Schools as well as contractors, consultants, or other parties to whom Cohasset Public Schools has outsourced institutional services or functions.
- The Cohasset Public Schools also discloses student records without parent/eligible student consent to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, upon receipt of a request from such school officials.
- "Directory information," which is information that generally is not considered harmful or an invasion of privacy if released can be disclosed without parent/eligible student consent. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Information that a district designates as directory information may be disclosed to outside organizations (i.e. class ring manufacturers and yearbook publishers) without prior consent.

The Cohasset Public Schools has designated students' names, addresses, telephone numbers, date of birth, and grade level as "directory information" that may be disclosed without parent/eligible student consent. In addition, federal law requires that the Cohasset Public Schools provide military recruiters or officials of institutions of higher education, upon request, with

three categories of directory information - names, addresses and telephone listings - of all secondary students. If a parent or eligible student does not want the Cohasset Public Schools to disclose any of the above directory information, the parent/eligible student must notify the building principal in writing within ten days of receipt of this notice; otherwise the information will be released without further notice or written consent.

4. The right to file a complaint concerning alleged failures by the district to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

Class lists for the next school year begin to develop in early spring. Of primary importance is to create classes that are heterogeneous. To create such a mix requires that we consider the following factors: gender, performance levels, learning needs and learning styles. Each of our teachers is skilled at meeting the diverse learning styles and needs of our students.

In the spring, parents are asked to complete a questionnaire which provides valuable information regarding considerations for classroom placement. Parents should be assured that Deer Hill has high standards and expectations for all students and that all teachers are dedicated toward meeting the academic and emotional needs of children in this developmental stage. Working together, we believe that a parent working with a child's current teachers and specialists can provide the best information on which to make a placement decision.

REPORT CARDS

Deer Hill School issues report cards three times during the school year: early December, early March, and the last day of school. Parents/Guardians must sign the report card envelopes in December and March and return these envelopes to school. Dates for each term and the dates upon which report cards are sent home are listed in the PSO calendar.

SCHEDULE

Start and End of School Day:

8:20-8:30 a.m.	Student arrival time
8:30 a.m.	Official start of school day
2:40 pm	Dismissal

Early Release Days: Student will be dismissed at 12:30 p.m. Lunch is usually served on early release days.

SCHOOL COUNCIL

Deer Hill School Council: Established by law in June 1993, this Council serves to advise the principal on adopting educational goals for the school, identifying the educational needs of students, reviewing the school budget, and formulating a school improvement plan. Members of the council include the principal, teachers or other staff members, parents elected at-large, and selected members of the community.

VOLUNTEERS AND CHAPERONES

Parent volunteers have an important role at Deer Hill School. All volunteers must complete a C.O.R.I. check prior to working with students in a capacity where they will have direct, unsupervised contact. This may include volunteers who wish to chaperone field trips. While many volunteer opportunities are coordinated through the PSO, classroom teachers may also request occasional assistance and/or volunteers may be coordinated through individual staff members (i.e. librarian) or the school office. Please be reminded that on any occasion when volunteering within the school, parents are required to sign in and out at the main office and to wear a visitor's badge or volunteer badge while in the school.

SAFETY PLAN

The staff and administration at Deer Hill School are prepared for a variety of emergencies that may arise in the course of a school day. Selected staff members and the principal form the "Crisis Team" and are trained to respond quickly to an emergency, communicated school-wide through a system of *codes*, according to protocol set forth by the Cohasset Public Schools Emergency Management Plan. All Deer Hill teachers and staff members are familiar with the emergency plan protocol. From time to time we will enact a practice drill in order to keep procedures fresh in our minds and to help students understand their role in the event of an emergency. The principal will notify parents and guardians via the automated messaging system ("ConnectEd") prior to a drill involving "lockdown" procedures.

FOOD ALLERGIES

Several of our students have serious allergies to certain foods, such as peanut butter. Your child's teacher will notify you on or before the first day of school if the classroom must be allergen-free. We ask that you refrain from sending in a morning snack containing the specified food. Our school nurse will check the students' snacks from designated classrooms every morning. During lunchtime, students with allergies will sit in a designated "allergen-free" area in the cafeteria with selected friends who have had their lunch checked.

Guidelines for Managing Life Threatening Food Allergies

(From *Managing Life Threatening Food Allergies in Schools*, Massachusetts Department of Elementary and Secondary Education)

People with allergies have over-reactive immune systems that target otherwise harmless elements of our diet and environment. During an allergic reaction to food, the immune system recognizes a specific food protein as a target. This initiates a sequence of events in the cells of the immune system resulting in the release of chemical mediators such as histamine. These chemical mediators trigger inflammatory reactions in the tissues of the skin, the respiratory system, the gastrointestinal tract, and the cardiovascular system. When the symptoms are wide-spread and systemic, the reaction is termed "anaphylaxis," a potentially life-threatening event.

To reduce the risk of cross-contamination and exposure to allergens, all classrooms and building spaces other than the cafeteria will be peanut/nut free. Peanut or nut containing products may not be eaten during snack time in the classrooms or other areas. If a child eats peanuts or nut products prior to entering the school, hands should be thoroughly washed.

Non-allergic children may have peanut butter, peanut, or nut products for lunch in the cafeteria. This is a controlled environment in which there are protocols for seating allergic children and for cleaning to maintain allergen free areas.

Health Office Guidelines

- Develop an Individualized Health Care Plan (IHCAP) and Allergy Action Plan (AAP) for each student with the diagnosis of a life-threatening allergic condition.
- Provide basic education to staff (teachers, paraprofessionals, cafeteria workers, custodians) concerning food allergies, prevention, and management of allergic conditions.
- Provide training for administration of epinephrine.
- Be prepared to manage an anaphylactic emergency.
- Promote a multi-disciplinary approach to plan for the care of a student with a life-threatening allergic condition. Collaborate with parents, teachers, counselors, food service director, administrators, school nurses, school physicians, primary care physicians, bus transportation personnel and any staff to prevent and manage food allergies.
- Provide a reserve supply of epinephrine.

Classroom Guidelines

- Inform teachers and support staff of Individual Health Care Plans (IHCAPs) of students and respond according to Allergy Action Plan (AAP) emergency protocols.
- Notify parents that there is a student with a life-threatening food allergy in the class.
- Prohibit snacks that contain peanut/nut products.
- Prohibit lunches that contain peanut/nut products from being eaten in the classroom. Lunches containing peanut/nut products may be eaten in the cafeteria. Lunches must remain in lunch boxes or lunch bags at all times (until child is seated in cafeteria).
- Check snacks daily in classrooms of students with life-threatening allergies.
- Provide guidelines for allowable foods for snacks and parties.
- Notify school nurse or school office immediately of an emergency.
- Prohibit sharing or trading of food.
- Teach students proper hand washing techniques.

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Health Office Guidelines

- Develop an Individualized Health Care Plan (IHCP) and Allergy Action Plan (AAP) for each student with the diagnosis of a life-threatening allergic condition;
- Provide basic education to staff (teachers, paraprofessionals, cafeteria workers, custodians) concerning food allergies, prevention, and management of allergic conditions;
- Provide training for administration of epinephrine;
- Be prepared to manage an anaphylactic emergency;
- Promote a multi-disciplinary approach to plan for the care of a student with a life-threatening allergic condition. Collaborate with parents, teachers, counselors, food service director, administrators, school nurses, school physicians, primary care physicians, bus transportation personnel and any staff to prevent and manage food allergies.

Classroom Guidelines

- Inform teachers and support staff of Individual Health Care Plans of students and respond according to Allergy Action Plan (AAP) emergency protocols;
- Notify parents that there is a student with a life-threatening allergy in the class;
- Prohibit snacks that contain peanut/nut products;
- Prohibit lunches that contain peanut/nut products from being eaten in the classroom. Lunches containing peanut/nut products may be eaten in the cafeteria. Lunches must remain in lunch boxes or bags at all times until child is seated in the cafeteria;
- Check snacks daily in classrooms of students with life-threatening allergies;
- Provide guidelines for allowable foods for snacks and parties;
- Notify school nurse or school office immediately of an emergency;
- Prohibit sharing or trading of food;
- Teach students proper hand washing techniques.

Cafeteria Guidelines

- Provide peanut/nut free foods only.
- Create allergen free table/s.
- Develop a protocol for cleaning practices.
- Make food ingredient lists used in food production and service available.
- Train monitors to take note of situations surrounding a child with allergies and intervene quickly to help prevent trading of food or unsafe student contact.
- Use disposable wipes for hand washing to avoid cross contamination

Field Trip Guidelines

- Notify school nurse about field trips in a timely manner.
- Communicate the IHCP and AAP to responsible personnel.
- Assess location of field trip for safety.
- Determine if student needs special seating on the bus.
- Enforce a no-food policy on the bus.
- Prohibit peanut/nut products from field trips.
- Have a system for communication.
- Train bus drivers in risk reduction procedures, recognition of allergic reaction, and implementation of bus emergency plan procedures.
- Medications, including epinephrine and a copy of the student's AAP must accompany the student.
- Determine if school nurse should accompany a student.
- Parents should be invited to accompany their child.
- In the absence of a parent or nurse, another individual must be trained and assigned the task of watching out for the student's welfare and for handling any emergency

After School Guidelines

- Activities must be consistent with school procedures regarding life-threatening allergies.
- With written parental permission, the adult staff member in charge will be provided with the AAP of students who have life-threatening allergies.
- Epinephrine should be readily accessible and an adult staff member onsite should be trained in its use.

Snack Guidelines

- Snacks should be sent to school in the original package when possible. If not possible, snacks should be placed in a plastic baggie and labeled by an adult, with the name of the snack and note that it is nut free. This label on the baggie will indicate that the parent/guardian has read the packaging and verifies it is peanut/nut free, and was not made in a factory that processes peanut/nut goods. The school operates on a system of good faith that parents have checked the snack ingredients and are certain it meets safety standards.
- Homemade snacks, while they are a wonderful treat, cannot be allowed in the classroom for snack. There is the chance of cross-contamination from being mixed or made in a bowl/container that has held peanuts/nut or their oil. They are allowed in the lunchroom as long as your child is not at a peanut free table.
- Snacks in designated peanut free classes that are not labeled, either by the parent or by the manufacturer, will be replaced by a school provided snack (usually oyster crackers). The replaced snack will be given back to the student and can be enjoyed either at lunch time or later in the day at home. Please notify the classroom teacher and school nurse in writing if you do not want your child to have a snack under circumstances where a replacement may be provided. Please note that students will not be allowed to share snacks in school.

Holiday and Birthday Celebration Guidelines

- Only non-food treats (stickers, pencils, school supplies, stories, etc.) will be allowed for birthday celebrations. Some grade levels plan birthday celebrations once per month.
- Holiday celebrations that may include food treats will be the December Holidays, Valentine's Day, and end of year festivities. If treats are provided for these celebrations they should be limited to the following:
 - o Packaged Rice Krispy Treats
 - o Fruit Kabob
 - o Hoodsie
 - o Philly Swirl or Popsicle

A list of suggested peanut/nut free snacks may be provided by the school. While these are suggestions, labels must always be checked because manufacturers may change the ingredients and do not have to notify buyers of the change. Additional information may be found at www.foodallergy.org

Suggested Peanut and Nut Free Snacks

Osgood and Deer Hill parents have developed a list of food items to assist in selecting peanut/nut free snacks for children. Please note that products and product labeling are subject to change and labels of every item purchased for school snacks must be checked. Most companies are making it easier by placing an allergen information line at the end of the ingredients lists. In many cases, the product will not contain nuts, but will have been manufactured on equipment that has contact with nuts. These products are NOT nut safe

Following are items currently identified as nut safe, but please take the time to check ingredients on food containers to ensure that our children are safe at school:

Fruits: (all) apples, bananas, berries of all kinds, grapes, melons, pears, pineapple, plums, 365 snack bowls, fruit cups, applesauce (Santa Cruz Organic, 365, GoGo Squeeze, Motts, Musselmans)

Vegetables: (all) broccoli spears, carrots, celery, cucumbers, peppers

Dairy: Yogurt, Gogurt, Dannon Yogurt Drinks, cheese (Cabot, Organic Valley, 365, Horizon Cheese Sticks, Kraft Polly-O Cheese Sticks, string/cubed cheese, cottage cheese)

Please note that Breyers YoCrunch yogurt is NOT safe as the mix-ins (granola, chocolate chips, etc.) may have traces of nuts.

Munchies: Garden of Eatin' Cheddar Puffs, Garden of Eatin' Baked Cheese Crunchies, Garden of Eatin' Tortilla Chips, Pringles, Pirate's Booty, Smart Puffs, Tings, Stacy's Pita Chips (cinnamon sugar, plain, whole wheat), 365 Pita Chips, Food Should Taste Good (chips and tortillas), Annie's Bunny Grahams, Ruffles, Cape Cod Chips, Doritos, Frito Lay Fritos, Frito Lay Raid Gold Pretzels, Bachman Pretzels (butter stix, rods), Sun Chips, Boston Lite Popcorn, Smart Food

Crackers: Back to Nature Crispy Cheddar, Annie's Bunny Classics Buttery Rich, Annie's Bunny Classics Saltines, Triscuits, Wheat Thins, Saltines, Ritz (wheat or plain), Nabisco Teddy Grahams, Keebler Town House Original Club, Cheez-Its, Nabisco Graham Crackers, Goldfish (original or cheddar), Handi-Snacks Cheez Crackers, Barnum's Animal Crackers

Cookies: Back to Nature Classic Creme, Back to Nature Honey Graham Sticks, Oreos (original and reduced fat), Pepperidge Farm Milanos, Nabisco Newtons (fig, strawberry and raspberry), Nabisco Vanilla wafers, Chips Ahoy (original chocolate chip cookies and reduced fat), Snackwell (plain and creme), Keebler Scooby Doo Graham Cracker Sticks, Betty Crocker Dunkaroos, Kelloggs Rice Krispies Treats, Kelloggs Nutri Grain Bars, Kelloggs Pop Tarts.

Cereals: Cheerios (plain), Kix, Cinnamon Toast Crunch, Fruit Loops

(Please be advised that many of the above brand names manufacture numerous crackers, cookies, and other food items that do contain nut products and that are not nut safe.)

SECTION III- POLICIES, PROCEDURES AND RELATED ORGANIZATIONS

SPECIAL EDUCATION

The law provides for educational opportunities for all persons ages 3 to 21 and states that such needs must be met in the least restrictive environment. In keeping with recent changes in state regulations, the Cohasset Public Schools uses inclusion of all students in regular classrooms. Special education teachers and instructional aides have been assigned to specific classes, and they will assist students in the regular classroom setting rather than removing students and providing instruction in separate settings. Another regulatory change regards referral for a preliminary special education core review. This is now a two-stage process. The first stage, called the pre-referral stage, is outlined below. A variety of names have been given to this pre-referral stage, which is a consultation between professionals who attempt to apply modified instructional strategies with a child in an attempt to help the child succeed in the regular education setting. We use the CST, which stands for "Child Study Team." If a parent has a question regarding special education services or believes that their child is in need of such services, they should speak with a teacher or member of the pre-referral (CST) team at Deer Hill.

CHILD FIND

The Cohasset Public Schools, in accordance with Federal law IDEA 2004 and Massachusetts Special Education Regulations 603 CMR 28.00, are in the process of conducting "Child Find." The Cohasset Public Schools will evaluate students from age 3 through high school age who are unable to progress effectively in a regular education program due to a suspected disability in one of the following areas: developmental or intellectual delay, sensory, neurological, emotional, communication, physical, specific learning disability or health impairment. Cohasset Public Schools will also arrange for an evaluation of young people ages 16-21 who have not graduated from high school and who are not now attending school.

Cohasset provides all children with an opportunity to participate in the public school programs using a continuous and systematic process to identify students in need of special education. All programs and services are offered without regard to color, race, sex, religion, national origin, sexual orientation or disability.

If you have a child who you suspect may have a disability or know a child with a disability who may be in need of special education services, please call the Director of Student Services at 781-383-6104 for information regarding the referral process.

THE TIERED SUPPORT TEAM (TST)

Research suggests that many children who have been referred for special education services in the past can succeed in the regular classroom if modifications are made to meet their needs and individual learning styles. The purpose of the TST is to provide support to classroom teachers who collectively possess a strong body of knowledge but too often work in isolation from one another. In addition to functioning as a pre-referral process under Massachusetts Special Education Regulations 603 CMR 28.00, the TST process can be used to address the academic and/or behavioral needs of any child. Interventions pursuant to Massachusetts Tiered System of Support will be recommended, implemented, and evaluated closely for effectiveness. Referrals may be made by any teacher or member of the school staff. Parents who believe that their child is in need of such a referral should discuss it with the child's homeroom teacher. If the parents wish to pursue such a referral after such discussion, the school will provide the parent with the means to do so. Because the interventions require the cooperation of the classroom teacher(s), parents and teachers should try to reach agreement on the need for such a referral. TST meetings are usually held twice a month. The TST also serves as the vehicle for referral for gifted and talented assessment.

The Tiered Support Team Process

1. Written referral is made to a member of TST. Referring teacher notifies parent(s).
2. Referral is reviewed by TST within 1-2 weeks. (A classroom observation may also be completed if determined necessary)
3. Strategies are explored, and the child's teacher(s) select(s) one or two to implement.
4. The implementation period is typically from 2-4 weeks in length.

5. TST reconvenes with the teacher(s) to discuss the child's progress and to determine follow-up.
6. Follow-up may be to:
 - a) continue to monitor progress
 - b) reconvene the team at a later date
 - c) implement additional strategies
 - d) refer for special education review

COLLABORATIVE PROGRAMS- SSEC

Cohasset is one of eight communities representing the South Shore Educational Collaborative, which is an non-profit, multi-purpose educational collaborative established in January 1976. The primary purpose of the Collaborative is to provide educational programs and services to South Shore school systems, when such programs and services are more efficiently and economically provided through a collaborative effort. Collaborative classes are not located at Deer Hill this school year.

COMMUNITY INVOLVEMENT ORGANIZATIONS

Parent and community involvement has many levels. In Cohasset, a number of different opportunities are available, some of which are outlined below:

PSO: Parent-School Organization

Membership in the PSO is open to any parent in Cohasset who has a child attending the public schools. The main goal of the PSO is to facilitate communication among parents, faculty, administration, and staff for the benefit of the children. The PSO actively raises funds throughout the year to support special curriculum enrichment activities and teacher grants for innovative instructional ideas, in addition to school-based projects. This group develops and distributes the Cohasset School Calendar of Events, organizes room parents and other volunteers for the schools. Each school has representatives elected from the plenary body for a period of two years, in addition to members serving on the School Council.

Cohasset Education Foundation (CEF) Founded in 1992, this group seeks to support the school district by raising private funds for the benefit of special projects the district may be unable to provide through the general budget. The results of this generosity have resulted in the establishment of a computer lab and nature trail at the old Joseph Osgood School; a special teacher training program available to all teachers in the district; establishment of the School Naturalist Program, a collaborative project with the Massachusetts Audubon Society through which the Deer Hill nature trail was re-established; and the purchase of a foreign language lab at the high school.

Special Education Parent Advisory Council (PAC) Authorized by law, this group serves an advocacy role in informing the schools about the needs of those students identified for special services as defined under Massachusetts General Laws Chapter 766/P.L. 142. Meetings, open to the public, are held the first Tuesday evening of each month at 7:30 p.m. at the Paul Pratt Library.

CURRICULUM ACCOMMODATION PLAN

Revisions to Ch. 71 of the Massachusetts General Laws in 2000 require that all school districts develop a Curriculum Accommodation Plan that is individualized for each of its schools. The intent of this statutory requirement is to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs. The recently enacted changes to Ch.71 added the following new section:

Section 38QV. A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Additionally, Section 59C of Ch. 71 was amended to involve school councils in the identification of the educational needs of students and in making recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan.

The purpose of this plan is to continually strengthen and improve the general education program, for the benefit of all students. The Massachusetts Department of Education offers guidelines to address various strategies that will help to achieve this objective, including:

- *assistance to general education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively*
- *support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning*
- *direct and systematic instruction in reading for all students*
- *encouragement of teacher mentoring and collaboration*
- *encouragement of parental involvement in their children's education*

The following will be provided in accordance with the Department of Education guidelines in order to improve the general education program for the benefit of all Deer Hill School students:

- *Assistance to Regular Education Classroom Teachers*
 1. Professional Development Plan that is consistent with long term and yearly state mandates/goals, district goals, school goals, and individual staff goals
 2. Professional Development Plan goals that include teacher training in differentiated instruction, standards based instruction, mentoring, application of technology, character education, and diversity awareness
 3. Additional professional development days built into the school calendar
 4. District support in attending courses and workshops
 5. Professional resource library
- *Support Services Available to Students Through Regular Education*
 1. Title I teachers to support instruction in reading and math
 2. Reading Specialist to provide individual and small group instruction to students in need of support
 3. Adjustment Counselor to provide support in classrooms in addition to social skills
 4. School psychologist to provide teacher consultation, referrals, and evaluations.

5. occupational therapist) to observe students and consult with classroom teachers in their areas of expertise
 6. Instructional aides, in addition to providing Special Education support, to provide support in general education settings to address individual or small group academic, social, or behavioral needs
 7. Child Study Team meetings to address student needs, develop strategies, modifications, and accommodations for classroom support
 8. Accommodation plans that have a component to include parent support
 9. Contracted Behavior Intervention Specialist and Neuropsychologist
 10. METCO Coordinator to offer support with student transitions and facilitate communication between home and school
 11. Peer mentoring
 12. Character education curriculum
- *Direct and Systematic Instruction in Reading*
 1. Analysis of MCAS results
 2. Development of action plan based on MCAS analysis
 3. Use of standardized testing to assist in program planning and Middle School placement
 4. Increased use of formal and informal assessment tools
 5. Reading program aligned with state learning standards
 6. Ongoing Project READ training
 7. Guided Reading initiative
 8. Flexible grouping and small group instruction
 9. Multi-modal instruction
 10. Purchase and development of additional materials to support differentiated learning
 11. Great Books Program to provide enrichment in grades four and five
 - *Encouragement of Teacher Mentoring and Collaboration*
 1. New teacher orientation program
 2. Teacher mentoring program
 3. Mentor training
 4. Curriculum Coordinator to facilitate mentoring program and training, to oversee implementation of Professional Development Plan, and to consult with faculty to support curriculum initiatives
 5. Common planning time for faculty
 6. Monthly faculty meetings
 7. Grade level meetings
 8. Peer observations
 9. Out-of-district visits
 10. Teacher supervision and evaluation
 11. Faculty handbook
 12. Shared decision-making in selection and purchase of curriculum materials
 13. Consultation with Special Education Director and staff
 - *Encouragement of Parental Involvement*
 1. Parent volunteers in the classroom and throughout the school
 2. School Council parent members who assist in the development of the School Improvement Plan and implementation of goals
 3. School Council parent members who participate in re-view of school policies and practices
 4. Active Parent School Organization that provides teacher grants, curriculum enrichment programs, and diversity programs
 5. Parental involvement through Character Education Committee
 6. Open House

8. School/home communication by telephone, email, and newsletters
9. Family Curriculum Nights
10. School website that provides information including school Mission Statement, Core Values, School Improvement Plan, Parent Handbook, curriculum information, and newsletters
11. Parent participation in transitional task force for grade level reconfiguration
12. Parent participation in discipline task force
13. Student/Parent Handbook

DUE PROCESS

The Discipline Code of the Cohasset Public Schools is administered within the guidelines set forth by the U.S. Supreme Court with regard to due process for students.

The Supreme Court held that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against him or her, explanation of the basis for the accusation(s), and an opportunity to present his or her version of the facts. In addition, the Court held that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow his/her suspension.

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Cohasset Public Schools

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MEMORANDUM OF UNDERSTANDING BETWEEN COHASSET PUBLIC SCHOOLS AND THE COHASSET POLICE DEPARTMENT

Statement of Purpose

We agree that student violence, alcohol and other drug abuse are national and societal problems reaching into our community of Cohasset. To maximize the effectiveness of our efforts to achieve a violence-free and drug-free community, we recognize that the coordination and cooperation of the community as a whole are essential. Therefore, the Chief of Police, with the support of the Cohasset Board of Selectmen, and the Superintendent of Schools with the support of the Cohasset School Committee, pledge to follow the agreed-upon procedures for communicating incidents of verbal and physical assault, intimidation, bullying, threats, harassment, hate crimes, sex crimes, possession of weapons and the use, possession and/or distribution of drugs and alcohol.

We agree:

- to establish an effective *year-round* line of communication between the school and police department
- to establish a clear procedure regarding the reporting of hate crimes, sex crimes, the possession of weapons, and the use, possession, and distribution of drugs and/or alcohol within the schools, on school grounds, and at school-sponsored events
- to guide teachers and administrators in reporting a serious criminal matter
- to re-affirm with parents, students and the public that violence in schools will not be tolerated and that culpable individuals will be held responsible to the full extent of the law.
- to coordinate our efforts, when appropriate, with the District Attorney for Norfolk County and the Massachusetts Department of Education.
- *to collaborate on a school safety plan and drug-free initiative.*

Procedures for conducting searches will be established through collaboration between the Cohasset Public Schools and the Cohasset Police Department.

An agreement such as this is necessary since administrators, teachers, and other staff members are increasingly relied upon to recognize and to report incidents of violent behavior or use, possession or distribution of alcohol and drugs. The role of the police officers, school officials, parents and students in working toward our goal of a violence-free and drug-free community must be clearly understood by all parties.

Reportable Acts

This Memorandum of Understanding addresses the reporting by school officials *and the Cohasset Police Department* of reportable acts which they determine rise to the level of requiring police involvement. The reportable acts shall include, but are not limited to: threats to commit violent acts, verbal and/or physical assaultive behavior (e.g. intimidation, bullying, threats, harassment, hate crimes, sex crimes), possession of weapons, property destruction or thefts and any situation in which there is a reasonable suspicion to believe the following:

- A student, regardless of age, is under the influence of drugs, including alcohol or steroids.
- A student, regardless of age, is in possession of any controlled substance (G.L. c94C), including prescription drugs (without specific permission of the school principal or his/her designee) and alcohol.
- A student, regardless of age, has sold, offered for sale, distributed, or possessed with intent to distribute any controlled substance (G.L. c94C), including prescription drugs and alcohol.

Reportable acts will be communicated between the Cohasset Schools and the Cohasset Police Department. Appropriate administrative action will also be taken by local school officials. The need for further criminal or legal action will be determined by the Cohasset Police Department and/or Norfolk County District Attorney's Office.

It should be noted here that certain school officials are not protected under the confidentiality statutes of the Commonwealth and, if called on to testify in court, they would be obligated to reveal any information relating to violence or drugs and alcohol.

This Memorandum of Understanding also concerns the response of law enforcement agencies in a school setting to acts of delinquency within the scope of G.L. c119: Section 52 and to incidents which constitute reportable acts as defined herein.

Procedures and Responsibilities

- 1.0 The Superintendent of Schools designates the school principal or his/her designee as the responsible school official in each school for handling reportable acts, and

the Chief of Police designates the police official responsible for handling all reportable acts. (The term "drugs" as used herein, shall include controlled substances as provided by M.G.L. c94C, including drug paraphernalia and alcohol.)

- 2.0 The parties and personnel referred to in this Memorandum of Understanding agree to the following:
- a. All school personnel are required to report any and all reportable acts, as defined herein, by students to the building principal or designee.
 - b. The school principal or his/her designee will be responsible for reporting reportable acts to the designated police official and the parents/guardians of the student/students involved as soon as possible. All emergency reports will continue to be handled by calling 911.
 - c. When the designated police official is not available, the principal(s) or his/her designee will, on these occasions, follow the procedures developed by the school and police departments for notification. A response will be made by the police department to the location of the incident as soon as possible.
 - d. Reports of findings from a police investigation involving students or staff in Cohasset Public Schools will be forwarded to the Superintendent of Schools at the conclusion of that investigation in conformance with police department policy and juvenile law.
 - e. In accordance with M.G.L. ch.71, section 37H1/2, The Cohasset Police Department will notify the School Department when they receive information that a felony complaint or felony delinquency complaint has issued against an enrolled student or an enrolled student has been convicted of a felony or has been adjudicated or has admitted in court of guilt with respect to a felony or felony delinquency.
 - f. To maintain open and clear lines of communication in school-related matters, a press liaison will be assigned for each department. Either the Superintendent of Schools or his/her designee and the Chief of Police or his designee will respond to the press on school-related matters. Please note: School administration may be prohibited by law from giving answers to press questions on highly newsworthy matters.
 - g. The Cohasset Police Department and Cohasset Public Schools agree to review on an annual basis this Memorandum of Understanding and each school's Comprehensive Safety Plan.
 - h. In an effort to enhance cooperation and communication between the Cohasset Police Department and Cohasset Public Schools, consistent with state and federal laws both agencies agree to share information and resources, that will create a safe and healthy school environment.
- 3.0 Any violent act or assaultive behavior, battery, intimidation, bullying, threats, property destruction, theft, harassment, hate crime, sex crime or a pattern of behavior that is likely to lead to harm are violations of school rules and the law if they occur in the school building, on school grounds, at school-sponsored events,

on school buses, and at or around the school bus stops, during loading and unloading procedures.

- a. Any aforementioned act at a school or at a school event, regardless of location or time will result in discipline appropriate to the seriousness of the infraction, including suspension or possible expulsion. Appropriate counseling and/or community service may be recommended with further criminal or legal action as law dictates. If the safety of the student or others is a concern, a clinical risk assessment may be requested prior to readmission. Information related to student records and clinical findings from such a clinical risk assessment will be treated as confidential, and district employees will be briefed on the importance of honoring the privacy rights of students in these situations. The risk assessment may include the psychological testing necessary to determine if the student's continued presence in school would have substantial detrimental effect on the welfare of the school and the school community.
Note: Some offenses are subject to permanent expulsion under ch.71, section 37H.
- b. Please refer to the Cohasset School Handbook for policies regarding suspension of students.

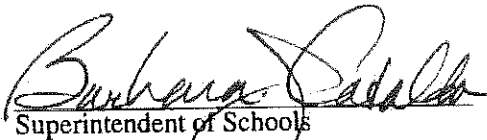
4.0 Use, manufacture, distribution, dispensing, possession, and/or trafficking in controlled substances are violations of school rules and the law if they occur in the school building, on school grounds, or within one thousand (1,000) feet of the real property of the school grounds, on school buses, at or around the school bus stops, during loading and unloading procedures, and at school sponsored activities or events.

4.1 Any student with alcohol or drugs in his/her possession, except those prescribed for them by a licensed physician, or who presents with a reasonable suspicion of being under the influence of these drugs, will be sent directly either to the school nurse or to the principal's office, as deemed appropriate under the circumstances of each incident. The student's parent/guardian will be contacted, the Cohasset Police Department will be notified, and corrective action, which may include a clinical risk assessment, will be required prior to and discussion for re-admission to the regular school program. A review for re-admission will follow suspension, as set forth below, provided that the parent/guardian has met with administration, and a corrective plan for behavior modification has been cooperatively developed by the student, parent/guardian, and school representative.

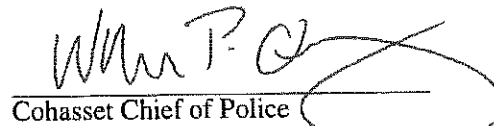
For details regarding our drug and alcohol policies and due process procedures, please refer to the Student/Parent Handbook.

Disciplinary action pertaining to substance abuse, sale and/or possession may be taken against students under Chapter 766, in connection with participation in educational programs and activities. As is permitted, circumstances may require a drug/alcohol-testing program as a component of delivery of education services.

- 4.2 The Cohasset Public Schools Administration in collaboration with the Cohasset Police Department, in order to maintain a drug/alcohol free environment, may utilize breathalyzers for an accurate breath alcohol analysis of students attending a school sponsored event or activity.
- 4.3 In accordance with M.G.L. ch.71, section 37H, 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 G.L. c94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- 4.4 Participation in our athletic program, as well as class/club activities is a privilege extended to our students, not a right. Please refer to the Cohasset High School Student-Parent handbook for details regarding MIAA as well as school rules and regulations regarding athletes and/or students involved with club or class activities, including student leaders.
- 4.5 For incidents involving drug/alcohol use beyond school property at non-school supervised events, the Cohasset Police Department will report any incident where the police conclude that probable cause exists to believe that an enrolled student in the Cohasset Public Schools has possessed or consumed alcohol or drugs. Notification will be made to the superintendent of schools and the principal of the student's respective school. Such notifications shall be in conformance with all applicable school and police policies and juvenile laws.


Superintendent of Schools

Date: 8/19/13


Cohasset Chief of Police

Date: 8/19/13

THE METCO PROGRAM

Cohasset is one of approximately 35 communities in the metropolitan Boston area that participates in the METCO Program (Metropolitan Council for Educational Opportunity). Host families within the Cohasset community are annually selected from a list of individuals who volunteer to serve such a role. These families, in conjunction with the METCO families and the METCO Coordinator for Cohasset, plan events during the year that are open to the public and serve to broaden an understanding about cultural differences. The METCO Coordinator for the district is Aleisa Gittens-Carle.

METCO, Inc. is a private, non-profit organization founded in 1966. Currently the program places 3,300 minority students (African-American, Asian, and Hispanic) from Boston communities. METCO is funded through the Commonwealth of Massachusetts under the Racial Imbalance Act and is the nation's oldest voluntary school desegregation program.

The Mission

Our mission is to provide students with educational opportunities designed to enrich their academic, personal and interpersonal experiences. It is our belief that the METCO experience should provide a strong academic foundation, as well as an opportunity for cultural, educational, ethnic, and racial diversity.

The Purpose

- A. To provide the opportunity for an integrated public school education for children of color from racially imbalanced schools in Boston by placing them in suburban schools.
- B. To provide a new learning experience for suburban children.
- C. To provide closer understanding and cooperation between urban and suburban parents and other citizens in the Metropolitan Boston area.

NON-DISCRIMINATION CLAUSE / NOTICE OF EQUAL OPPORTUNITY

The Cohasset Public Schools reaffirms that they do not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, sexual orientation, genetics, or veteran status in admission to, access to, treatment in or employment in its programs or activities (including athletics and extra curricular activities). Consistent with M.G.L. Chapter 76, Section 5, the Cohasset School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, ancestry, age, disability or sexual orientation. Any harassment on the basis of sex, race, national origin, religion, age, disability, sexual orientation, genetics, or veteran status will not be tolerated and will be punishable to the full extent of the law.

If you should have any questions about the district's policy, please feel free to contact Director of Student Services. The person in this role is designated to respond to your inquiries and to be the district's Equal Opportunity, Title IX, Section 504, and American with Disabilities Coordinator. The Director of Student Services can be reached at 781-383-6104.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violations to any staff member in the Cohasset Public Schools. He or she will notify the building principal or grievance coordinator. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced by the school district investigators in each area within a reasonable period of time. The building principal will issue his or her decision in writing to you within ten days of the conclusion of the period.

2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The Equal Opportunity, Title IX, Section 504 Coordinator will meet with you within a reasonable time. Following review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Superintendent of Schools or the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W., McCormack Place, Room 222, Boston, MA 02109-4557.

PHYSICAL RESTRAINT POLICY

Massachusetts regulations require that staff be trained annually and are aware of the school's restraint policy (46.03; 1, 2).

Massachusetts regulations have been adopted to insure that students are free from unreasonable restraint. Students may, in rare circumstances, require physical restraint when non-physical interventions would not be effective and the student's behavior poses a threat of imminent physical harm to self and/or others. Such physical restraint is limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious physical harm.

Selected staff have been trained in prevention techniques, identifying dangerous behaviors, have experience in restraining and being restrained and have demonstrated their learned skills in this area. Only staff who have received training pursuant to 603 CMR 46.03 (2) or (3) shall administer restraint on a student. Trained staff who have administered physical restraint will adhere to the physical restraint regulations outlined in 603 CMR 46.00 in terms of proper administration and reporting requirements.

The Director of Student Services will be informed of any physical restraint lasting longer than five (5) minutes or any that has resulted in physical injury. A written report is to follow on the next school day containing information required by 603 CMR 46.06(4). The Director of Student Services will maintain all records of such reports and make same available to the School Committee upon request. The principal or Director of Student Services will notify the parents of a student who has been restrained as soon as possible and follow with a written report within three school days.

Physical restraint is: "the use of bodily force to limit a student's freedom of movement." Other terms to be knowledgeable about: chemical restraint, mechanical restraint, seclusion restraint and time-out. Only the latter is permissible without parental and physician's consent.

Proper Administration of Physical Restraint:

- Remember training considerations
- Have an adult witness if possible
- Use only the amount of force necessary to protect the student or others
- Use the safest method

Discontinue the restraint ASAP

Safety requirements:

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.

Any student who is charged with a violation of any of the above shall be notified in writing of an opportunity for a hearing before the principal. 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 (10) days from the date of the expulsion in which to notify the superintendent of his/her appeal.

Felony Complaint or Conviction

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 may suspend said student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student has the right to appeal this suspension to the superintendent in accordance with Massachusetts state law, chapter 71, section 37H.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony the principal may expel said student if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student has the right to appeal this expulsion to the superintendent in accordance with Massachusetts state law, chapter 71, section 37H.

Special Education Students - Discipline

The disciplining of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*, its implementing regulations 34 C.F.R. 300 *et seq.*; and Massachusetts General Laws, chapter 71B and its implementing regulations, 603 C.M.R. 28.00.

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

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

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- Sells or solicits the sale of a controlled substance while at school, a school function, or school sponsored event.

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

- A review by the IEP Team of the relationship between the child's disability and the behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School personnel may also seek an order from the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an alternate setting for up to forty-five (45) calendar days. Parents/guardians and/or students, where appropriate, may request a hearing at the Bureau of Special Education Appeals regarding a disciplinary action described above to challenge the interim alternative educational setting or the manifestation determination.

For a copy of the Massachusetts Department of Education brochure **O** Special Education Parents' Rights, available in many languages, visit www.doe.mass.edu/snedlparents or contact the Director of Special Education at (781) 397-7257. Please see appendix in the back of this handbook for the complete language of MGL Chapter 71, Section 37H, some changes to 37H ½, and the addition of 37H ¾.

Students on 504 Plans: Discipline

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 *et seq.* School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination.

Please contact the school principal for more information on the discipline of students on 504 plans.

WELLNESS POLICY

The Cohasset Public Schools recognize the relationship between student well-being and student achievement as well as the importance of a comprehensive district health education and wellness program. Therefore the school district will provide developmentally appropriate and sequential nutrition education and physical education as well as opportunities for healthy food choices and physical activity. The health education and wellness program will be implemented in a multidisciplinary fashion and **will** be evidence-based.

The superintendent of schools will establish a plan and procedures to guide the implementation of the wellness policy. Each principal or a designee will be responsible for ensuring that the school meets the goals of the Wellness Policy.

The health education and wellness program that this policy addresses supports a healthy school environment that enhances learning and development of lifelong wellness practices. To accomplish this, the Cohasset Schools have set forth the following goals:

NUTRITION GUIDELINES FOR ALL FOODS AND BEVERAGES AVAILABLE ON SCHOOL CAMPUSES DURING THE SCHOOL DAY

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. **All** foods and beverages sold or served to students, including reimbursable school meals and those available outside of the school meals program, must meet program requirements and nutrition standards

The Cohasset Public Schools will comply with the district guidelines as outlined in this policy:

- Foods and beverages sold ala carte on school campuses during lunch periods.
- Foods and beverages sold in vending machines, snack bars, school stores and concession stands on school campuses.
- Foods and beverages sold as part of school-sponsored fundraising activities.
- Refreshments served at parties, celebrations, and meetings during the school day.

The Cohasset Public Schools will make decisions on these guidelines based on nutrition.

COHASSET PUBLIC SCHOOLS' GUIDELINES FOR FOOD AND BEVERAGES

1. National School Lunch and Breakfast Program
 - Meet, at a minimum, nutrition requirements established by federal, state, and local statutes and regulations.
2. Ala carte sales in the food service program
 - Meet, at a minimum, nutrition requirements established by federal, state, and local statutes and regulations.
 - Offer a variety of fruits and vegetables.
 - Offer low-fat and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA).
 - Ensure that half of the served grains are whole grain.
3. Foods and beverages sold in vending machines and concession stands
 - Offer for sale at any location on the school site where foods are sold, healthy and nutritious choices.
 - Only milk water and fruit juices may be sold on school grounds to students.
4. Foods and beverages sold as part of school-sponsored fundraising activities
 - All fundraising projects are required to follow the Wellness Policy.
 - All fundraising projects for sales and consumption within, prior to, and after the instructional day will follow the District's Guidelines when determining the items to be sold.
5. Refreshments served at parties, celebrations, and meetings during the school day
 - Cohasset Public Schools should limit celebrations that involve food during the school day.
 - Each party where food is served should comply with the standards articulated in the Guidelines for Food and Beverages listed above.

GOALS FOR OTHER SCHOOL-BASED ACTIVITIES DESIGN"ED TO PROMOTE STUDENT WELLNESS

The goal is to create a total school environment that is conducive to healthy eating and being physically active.

Eating Environment

The Cohasset Public Schools will:

- Provide a clean, safe, enjoyable eating environment for students.
- Provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- Make water available in all schools, so that students can drink water at meals and throughout the day.
- Protect the identity of students who eat free and reduced price meals.
- Be sensitive to students' food allergies.

Time to Eat

The Cohasset Public Schools will:

- Ensure adequate time for students to enjoy eating healthy foods with friends in schools.
- Schedule lunch time as near the middle of the school day possible.
- Provide healthy breakfast choices.

**PARENT/STUDENT ACKNOWLEDGEMENT FORM
DEER HILL SCHOOL**

PARENT ACKNOWLEDGEMENT

I have reviewed, and I understand the regulations and policies of Cohasset Middle School contained in the Student/Parent Handbook for 2014 - 2015 as they pertain to my student.

I understand that my student is responsible for following the regulations and policies of Deer Hill School. I am aware of my role as parent/guardian with regard to attendance, tardiness, family vacations, dismissals, exams and the discipline policy.

Student Name: _____ Grade: _____

Parent/Guardian Signature: _____ Date: _____

STUDENT ACKNOWLEDGEMENT

I have read, and I understand the regulations and policies of Deer Hill School contained in the Student/Parent Handbook for 2014-2015. I understand that I am responsible for following the regulations and policies of Deer Hill School. I am aware that hazing, harassment, and bullying in any form is prohibited within the Deer Hill School.

Student Signature: _____ Homeroom: _____ Date: _____

**Student Internet Acceptable Use Policy- Return Form
2014-2015
Coincides with Pages 29-31 of the Student-Parent Handbook**

We have read the Cohasset Public Schools' Internet Acceptable Use Policy and agree that the student user identified below will abide by its provisions. We also:

1. understand that violations of this policy may result in disciplinary action;
2. that the Cohasset Public Schools has installed special content filtering software but that no filter is perfect and, in rare instances, there may be unintentional access to inappropriate material; and
3. agree to hold harmless the school district and its representatives for materials acquired through the Cohasset Public Schools Internet service and for the way the student user chooses to use the access to the Internet.

STUDENT _____
(Please print name) (Signature) (Date)

PARENT OR GUARDIAN

(Please print name) (Signature) (Date)

**Parental Permission for Use of Student's Photograph, Likeness, and/or Voice For school year
2014-2015**

This form is used to establish formal parental permission for student participation in areas where pictures are taken, voices are recorded, and/or videotapes are made.

Check box if you **do not** want your child to be photographed, voice recorded or videotaped.

Otherwise, I hereby grant permission to Cohasset Public Schools to use my child's likeness, and/or voice in any way that would reasonably portray programs of the Cohasset Public Schools. This includes the yearbook, pictures taken in the classroom or on field trips, science fair projects, school programs, etc.