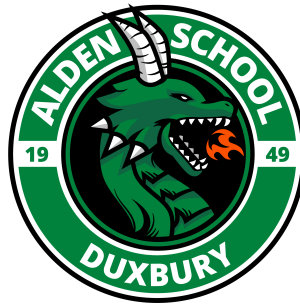


Duxbury Public Schools



Alden School Student Handbook 2026-2027

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TABLE OF CONTENTS

TABLE OF CONTENTS	1
DPS Mission Statement	4
Core Values Affirmation Statement	4
Welcome	4
SCHOOL OVERVIEW	5
Hours of Operation	5
Alden School Administrative Team	5
GENERAL INFORMATION	6
Animals	6
Appropriate Dress	6
Assemblies and Plays	6
Awards and Recognition	6
Cell Phones, Smart Watches and Other Electronic Devices	6
Change of Address	6
Confidentiality	7
Custody and Other Legal Documentation	7
Diversity, Equity, and Inclusion	7
Field Trips	7
Food Policy	7
Homework	7
Insurance	8
Lost and Found	8
Non-Discrimination Statement	8
Placement of Students	8
Professional Development and Parent Conference Days	8
Recess	8
Religious Holidays	8
School Pictures	8
ATTENDANCE, ARRIVAL AND DISMISSAL	8
Absence and Tardiness	8
Appointments	9
Bus Information	9
Dismissal Plan	10
Dismissal Changes	10
Student Pick Up	10
Drop Off	10
Car Pick Up	11
Unscheduled Emergency Early Dismissal	11
Walkers / Bikers	11
BEHAVIORS	11
The Alden Behavior Chart	11
Procedures for Addressing Bullying	11

Harassment/Sexual Harassment	11
COMMUNICATION	12
School to Home	12
Home to School	13
CURRICULUM	14
Standards and Content	15
Grouping	15
Inclusion	15
Classroom Support Services	15
Report Cards	15
Assessment	15
Science Fair (K-5)	16
Creative Arts Programs	16
HEALTH SERVICES	16
ORGANIZATIONS	18
Alden School Council	18
PTA	18
School Committee	18
Special Education Parent Advisory Council (SEPAC)	18
PROGRAMS	18f
Creative Arts	18
English Language Learners	18
Extended Day	19
Title I	19
SAFETY AND SECURITY	19
Building Security	19
Bus Evacuation Drills	19
Fire Drills	19
Indoor Safety Plan	20
Parking	20
Safety Care	20
Searches	20
Security Cameras	21
Traffic Pattern	21
SCHOOL RULES	21
1 Rule School	21
Arrival & Dismissal	21
Assemblies	21
Bathroom	21
Cafeteria	21
Everywhere	21
Field Trips	21
Hallways	22
Library	22
Recess	22
Students Attending School Events	22

SUPPORT SERVICES	22
Children with Special Needs	22
DCAPs (Duxbury Curriculum Accommodation Plans)	23
Evaluations	23
Home Tutoring	23
Restraint Procedures	23
Section 504	23
Special Needs	24
Student Support Team	24
Speech and Language Therapy	24
Teachers of Children with Special Needs	24
School Counselor	24
School Psychologist	24
Student Records	24
TECHNOLOGY	25
District-owned Network and Computing Equipment	25
DPS Digital Use Policy for Dps Staff, Students and Guest Network Users	26
Extended Safety K-5	26
Parental Consent for Google and Third Party Apps	26
SCOPE AND APPLICABILITY	27
NETWORK MONITORING AND PRIVACY	27
USER RESPONSIBILITIES	27
Practice Positive Digital Citizenship	27
Treat Others with Respect and Dignity	27
Access Only Educational Content	28
Take Reasonable Care of District Equipment	28
SPECIFIC USAGE GUIDELINES	28
Student Safety and Personal Information	28
Extended Safety for Elementary Students (K-5)	28
Password Protection	28
Online Communication and Collaboration	28
Plagiarism, Copyright, and Licensing	29
PROHIBITED ACTIVITIES	29
Inappropriate or Illegal Use of Technology	29
DISTRICT RESPONSIBILITIES AND LIMITATIONS	30
CONSEQUENCES AND DISCIPLINARY ACTION	30
TERMS OF AGREEMENT	30
VISITORS	30
VOLUNTEERS	31
APPENDIX I - ALDEN SCHOOL COMMUNITY BEHAVIOR CHART	32
APPENDIX II - DUXBURY PUBLIC SCHOOLS CODE OF CONDUCT	33

DPS Mission Statement

The mission of the Duxbury Public Schools is to provide each student with the opportunity to achieve personal and academic excellence.

Core Values Affirmation Statement

We expect our students and families, and our staff to embrace our diversity as a strength. We speak and behave in ways that demonstrate our respect for one another. We commit to being the most welcoming and inclusive community we can. We strive to provide access within our schools to ensure all students experience equitable opportunities within their courses of study, co-curricular activities, and athletics.

We do not accept words or actions that demonstrate bias, intolerance, prejudice, or bigotry which are counter to our core values and inflict harm on our community. We condemn acts of hate and discrimination on the basis of race, ethnicity, ability status, learning differences, sexual orientation, gender and gender identity, socioeconomic status, religion, language, national origin, and age.

We understand the importance of accountability while also giving our students grace to make mistakes, and learn from them. We acknowledge the importance of relationship building and the use of restorative practices to repair relationships that have been harmed.

Welcome

Welcome to Alden School!

Alden School serves all of Duxbury's third, fourth, and fifth graders and is located on the main public school campus on Alden Street.

This handbook is designed to familiarize you with Alden School's educational mission, vision, policies, procedures, and daily operations. We encourage you to read through it carefully, as it serves as a valuable resource for students and families. Our goal is to strengthen communication between home and school, ensuring a successful and supportive learning experience. If you have any questions, please contact the school office at 781-934-7630.

At Alden, our core theme is RESPECT—Responsibility, Empathy, Self-Esteem, Patience, Effort, Courage, and Teamwork. Each month, we focus on one of these values, integrating it into our schoolwide learning experiences. We invite families and community members to partner with us in instilling these values and fostering a love of lifelong learning. Our dedicated educators are committed to preparing students for both academic success and the challenges they will face in their future endeavors.

Student success is a collective effort. The collaboration between staff, families, and the Duxbury community plays a crucial role in every child's educational journey. Students come to school ready to learn, our staff provides high-quality instruction and builds meaningful relationships, and families support learning through engagement and encouragement. Strong family-school partnerships reinforce the importance of education and demonstrate our shared commitment to student growth.

By working together in a respectful and supportive environment, we can ensure a positive and enriching experience for all Alden students. We are excited to have you as part of the Alden Family and look forward to a fantastic school year ahead!

Rebecca Long, Ed.D
Principal

Jennifer Fiorentino
Assistant Principal

SCHOOL OVERVIEW

Hours of Operation

Start time: 7:45am

Dismissal time: 2:00pm Half Day: 10:35

Alden School Administrative Team		
Dr. Rebecca Long	Principal	rlong@duxbury.k12.ma.us
Jennifer Fiorentino	Assistant Principal	jfiorentino@duxbury.k12.ma.us
Sara Milner	Curriculum Supervisor	smilner@duxbury.k12.ma.us
TBD	Special Education Team Chair	
Sarah Dooley	School Nurse	sdooley@duxbury.k12.ma.us
Christine Martino	Administrative Assistant	cmartino@duxbury.k12.ma.us
TBD	Office Assistant	

GENERAL INFORMATION

Animals

Children are not allowed to bring animals to school. Animals may pose problems for individuals who are sensitive or allergic to them.

Appropriate Dress

Students are expected to dress appropriately for the work of learning. Just as grown-ups must dress appropriately for their places of business, so must students dress appropriately for school.

Students' attire, including their footwear, should allow for their participation in the numerous physical and academic activities that comprise a school day. Hats may be worn at the discretion of the teacher. Their clothing should neither contain messages or images that disrupt the educational process, nor be inappropriately revealing.

The principal and her/his designee are responsible for determining whether a student's attire meets these expectations. They will work with and contact the families of students whose dress does not meet these expectations.

Students go out daily for recess unless the temperature, including wind chill, is below 20 degrees (this includes the wind chill). It is important to dress appropriately for the weather.

Assemblies and Plays

Special programs that are presented during the school year are usually sponsored by the PTA. Due to the limitation of space, families generally do not attend these programs. Plays and other presentations are presented occasionally by individual classrooms, and families are notified of these presentations by the classroom teachers so that they have an opportunity to attend.

Awards and Recognition

Academic Excellence is recognized at Alden School. Work samples from the classes are prominently displayed in the lobby and main corridor of our school to showcase students' hard work.

Dragon Deeds are given to students every day for demonstrating the characteristics of Responsibility, Empathy, Self-esteem, Patience, Effort, Courage, and Teamwork. Golden Dragon Deeds are awarded to classes demonstrating these Respect values in our hallways, recess, and the cafeteria.

Melissa Beth Casale Awards are presented annually to two fifth grade students in recognition of special effort or achievement in the areas of citizenship, cooperation, attitude, achievement, and peer respect.

Honors, awards and scholarships will be consistent with the laws and regulations which prohibit discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, or religion.

Cell Phones, Smart Watches and Other Electronic Devices

During the day, telephone calls can be made by students with permission from teachers and the school secretaries in the main office for emergency purposes. Students bringing cell phones or smart watches to school must keep them turned-off and in their backpacks during the school day, and while riding to/from school on the school bus. Students are not permitted either to make calls, send text messages, or take photographs or video from cell phones or smart watches while at school or on the school bus. Students also may not use other electronic devices (e.g. personal CD players, video games, etc.) while at school or on the bus. Failure to follow the expectations may lead to disciplinary action.

Change of Address

Please notify the school immediately [here](#) to notify the school of any change of address or telephone number. (Remember, this affects our ability to contact you using the School Messenger service.) If you are moving from Duxbury, or if your child will be going to another school/district, please fill out a [Student Withdrawal Form](#). Your new school district

will request your child's records soon after you register with them. We cannot furnish records without your written permission.

Confidentiality

All information regarding your child is confidential. Volunteers sign a confidentiality statement at the beginning of each school year. We emphasize that no adult will discuss a specific child except on a need-to-know basis.

We ask families/faculty members to bear in mind that email lists, such as those compiled by homeroom teachers and PTA homeroom parents, are to be used exclusively for school business, and not for political or commercial purposes. Promoting candidates for public office through the use of these email lists is strictly prohibited.

Custody and Other Legal Documentation

Rights of Non-Custodial Parents

In August 2006, the Board of Education adopted final technical amendments to the Student Records Regulations to make them consistent with G.L.c. 71:34H, as most recently amended by Chapter 62 of the Acts of 2006. The state statute and regulations expand the categories of non-custodial parents who are eligible to obtain access to their children's student records and are consistent with the federal Family Educational Right and Privacy Act. As set forth in the amended regulations, 603 CMR 23.07(5), non-custodial parents must submit a request for access in writing to the main office. The school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English.

Educational Decision-Making and Custody

In most cases, parents have joint legal custody and share educational-decision making for their children. In cases where there is not joint legal custody and/or shared educational decision-making, the school will use reasonable efforts to follow custody orders when copies of relevant court orders or agreements are provided to the school. The school cannot accept verbal requests to limit or expand the rights of parents to make educational decisions or have access to their child(ren) at school (or through dismissals or pick-up). In cases of restraining orders or other court orders limiting one parent from access to their child(ren), copies of the orders must be provided. Questions should be directed to the building principal.

Diversity, Equity, and Inclusion

The Duxbury Public Schools are committed to inclusion and equity and value the unique identities of our students, families, and staff. We expect our students and our staff to embrace our diversity as a strength. We speak and behave in ways that demonstrate our value and respect for one another. We commit to being the most welcoming and inclusive community we can. We strive to provide obstacle-free access within our schools to ensure all students experience equitable opportunities within their courses of study, co-curricular activities, and athletics. We do not accept words or actions that demonstrate intolerance, prejudice, or bigotry which are counter to our core values and inflict harm on our community. We prohibit intolerant acts and discrimination on the basis of race, ethnicity, ability status, learning differences, sexual orientation, gender and gender identity, socioeconomic status, religion, language, national origin, and age.

Field Trips

Field trips may be scheduled by teachers to enhance the curriculum. Requests for field trips are approved by the Principal and the Curriculum Supervisor. The cost of transportation, lunch, and admission fees must be provided by parents. Any family needing assistance in this regard is encouraged to contact the classroom teacher, principal, or counselor. Permission slips must be signed before students will be allowed to participate in the field trip. If you have questions or concerns about this, please contact your child's teacher.

Food and Drink Policy

Celebrations, including birthdays and holidays, will be food free. Suggested ideas for parents (instead of food) for birthdays: stickers, pencils, bookmarks, a dedicated book to the library in honor of the child's birthday, a playground ball for recess, etc. Teachers will avoid having refreshments at parties and will not use food as a reward or prize. Students are not permitted to consume gum or candy on school property, including in classrooms (unless acknowledged as a documented accommodation), hallways, bus, recess areas or places that are extensions of the school day (e.g. field trips).

Food and beverages should not be removed from the cafeteria unless unopened and stored in a backpack or lunchbox. Snacks may be eaten in classrooms at the discretion of the classroom teacher. Water may be kept with students throughout the school day. Students may bring water bottles to school, provided they have a secure cap or flip-top lid. Beverages other than water, including sports drinks, coffee, hot chocolate, and similar items, are only permitted in the cafeteria and should not be consumed in other areas of the school. Energy drinks are not allowed at school.

Homework

While homework assignments occasionally introduce new topics or concepts, they are more often designed to reinforce material on which students have already worked in class with their teachers. Families can contribute to homework's effectiveness as a diagnostic tool by reporting when assignments take an exceptionally long time and/or where their children's comprehension seems to unravel, rather than spending time unnecessarily to ensure that the homework is both complete and correct. The best way to let educators know that an assignment has proven difficult is to write directly on the homework page (1) how long the child had worked on it, (2) whether or not (s)he was able to complete it, and (3) which aspects of it posed the greatest difficulty.

To see the district's policies regarding homework (IKB), please, visit the policies section of the school committee page of the district website.

Insurance

Under the auspices of the School Department, an accident insurance plan is available to all pupils at a premium set each year. This amount is payable each September when enrollment material is given to each student. Later enrollment is not possible. Briefly, this insurance covers traveling directly to or from school for regular school sessions; attending school, participating in school-sponsored and supervised activities and attending such activities as a spectator. Information is available from the School Secretary or the School Business Office at (781) 934-7600.

Lost and Found

Lost and Found items are located in the main lobby. Parents and children are encouraged to check this area periodically for lost articles. Valuable items, (e.g., jewelry, watches, money, eyeglasses) which have been lost are usually returned to the Main Office. Contact the school secretary for specific information. We encourage all families to label items brought to school - Jackets, water bottles, etc.

Non-Discrimination Statement

The Duxbury Public Schools does not tolerate discrimination based on race, color, national origin, sex, disability, age, sexual orientation, gender identity, or religion.

Placement of Students

Families may provide input in writing to the Principal regarding their child's placement. Each year, the Principal will solicit for family placement input using a survey or form. Requests for specific teachers or placement with specific peers will not be honored. Requests for a student to not have a specific teacher will only be honored when one child in the family has been primarily taught by that teacher and the family would like a different experience for another child. All information must be submitted by the communicated deadline to be considered. The decision of the Principal is final. Final decision for student retention rests with the Principal.

Professional Development and Parent Conference Days

Professional Development Days for teachers are scheduled throughout the school year. These are scheduled as full and half days. There will also be four early release days for parent-teacher conferences. On early release days, Alden students are dismissed at 10:35 am and breakfast or lunch is not served. Please refer to the current school department calendar for specific dates.

Recess

Students must be dressed appropriately for recess. Recess will be held outside when the “real feel” temperature is 20 or above (this includes the wind chill.) Students with snow pants, coats, gloves/mittens and boots may play in the snow.

Religious Holidays

Please refer to School Committee policies regarding Instruction and Students. These are available in the policies section of the school committee’s webpage.

School Pictures

Student pictures are taken under the auspices of the PTA. Packets are sent home prior to the picture taking date.

ATTENDANCE, ARRIVAL AND DISMISSAL

Absence and Tardiness

Regular attendance at school is an important part of every student’s success and is necessary in order to gain the greatest benefit from their educational experience. Students who are frequently absent from school miss direct instruction, regular contact with their teachers and important time working with peers.

In accordance with M.G.L. Chapter 222, communication is required between the school and parents/guardians when a child has five or more unexcused absences. Communication may include the development of an action plan to improve attendance.

All absences (even those authorized by parents/guardians) are considered unexcused unless the required documentation is provided. Students may be excused temporarily from school attendance for the following reasons:

1. Medical excuse (with date-specific medical documentation)
2. Bereavement or serious illness in family
3. For observance of major religious holidays
4. Legal (with documentation from the court, lawyer, etc.)
5. Other – a student may be excused for other absences with approval from a school administrator

We appreciate families communicating the reasons for their child’s absence. We understand that absences for illness do not always require a trip to the doctor’s office. However if your child did see a doctor, medical excusal notes can be emailed to the school nurse, Sarah Dooley (sdooley@duxbury.k12.ma.us) or sent in with the student. In the case of excessive excused absences, the school may ask for further documentation from a physician.

Punctuality is an important factor in a student’s progress in school and any amount of time makes a difference. Arriving at school in a punctual, orderly, and predictable way is a great way for a student to start their day. Attendance is taken at 7:45 when our school day begins. Families will be notified if students are chronically tardy and a plan to improve this may be put into place.

Students who are absent from school, defined as not present prior to 10:30am, due to illness or other reasons may not participate in any after-school clubs or events on the same day. This rule ensures that students are healthy enough to participate and helps us keep our school community safe and well. Exceptions may be made only with prior approval from the principal or designee.

Make - up work: Teachers cannot respond to same day requests for student work if your child is absent due to illness. If you know your child will be absent from school for an extended period of time, please collaborate with your child's teacher to make a plan for any make-up work. It is the parent's/guardian's responsibility to be certain all assigned work is completed and returned to the teacher. While we acknowledge traveling with families provides valuable life experiences, please recognize that some lessons and learning experiences missed may not be able to be replicated.

For information regarding extended absence from school, please refer to School Committee Policy JH.

Appointments

We ask families to schedule doctors' appointments and dental sessions for after school hours, and to avoid travel that will cause students to be absent from school.

Bus Information

The Duxbury Public Schools offers school bus transportation privileges to all students. Families must submit applications, and (where necessary) transportation fees to the district's business office in order for students to receive bus passes. We now have online registrations for fee based and non-fee based families requesting bus transportation. Online payment registrations, no-fee registrations, and the entire bus information packet are available on our website at www.duxbury.k12.ma.us. Click on the *District Services* tab and choose Transportation Services.

Proper behavior on the bus is required in order for students to retain this privilege. The cooperation of parents/guardians is necessary to ensure a safe ride to and from school.

1. Children must obey the driver promptly and respectfully.
2. Children are to sit down in the seats and must not extend arms or head out the window of the bus.
3. Children may not move about or stand in the aisles while the bus is in motion.
4. No glass containers or live animals are permitted on the bus. Other items are allowed at the discretion of the bus drivers.
5. Profanity and obscene gestures are prohibited.
6. All electronic devices should remain off and in the student's backpack.

Failure to comply with the above rules will result in a bus incident form written by the driver. An administrator will confer with the child to discuss the incident and appropriate action will be taken. Repeated offenses will be discussed with parents and may result in loss of bus privileges.

Students will be picked up and dropped off at the same address every day. If the changes are identified at the beginning of the school year (prior to mid September) and are permanent, those may be honored. Each year a new form must be submitted through the Alden website if you choose to give permission to get off the bus without an adult.

Please refer to the Duxbury Public School's [link](#) to the transportation web page, which includes a comprehensive list of guidelines and policies.

Dismissal Plan

Please establish a dismissal plan for your child and share it with the school at [our school dismissal website](#). Please complete a separate form for each Alden student in your family. This form is used as your permanent plan - if an after school activity is canceled, your child's dismissal will default to this plan.

Dismissal Changes

If you need to make a change to your child's regular dismissal routine, please visit our [dismissal website](#). Please report your changes as early in the day as possible to ensure the safety of the students at dismissal. Changes are due before noon daily and by 9am on early release days. After that time, you can call the main office at (781) 934-7630 in order for the staff to communicate your change with the classroom teachers. Please understand that last minute requests and changes of plans, while sometimes necessary, tax the office staff and cause confusion and anxiety for students.

Student Pick Up

When picking up children, please use the doorbell in the main entrance circle around the back of the complex. Office staff will call your child from their classroom for dismissal. Students will be dismissed early only from the main office. Children will not be dismissed to another adult without written permission from the parent or guardian. In cases of emergency when an early dismissal is necessary, please call the school office, (781) 934-7630, so that the necessary arrangements to have the child ready for dismissal can be made. Students that are dismissed before 10:35 on a full day are considered absent unless they return to school.

Drop Off

If students arrive at school prior to 7:30 a.m. they should wait in their cars with an adult until the main doors open. Students who are not in their classrooms at 7:45 a.m. must report to the office for a late slip before proceeding to the classroom. If students are dropped off in the morning we ask that parents pull all the way up around the circle before the students exit from the vehicle. Please note that children should not be dropped off early and that doors open at 7:30 a.m. Due to the traffic pattern of our campus, please allow enough time for drop off to ensure your child is on time. If your child requires assistance exiting your vehicle, please consider parking in the visitor parking spot located to your left just before the drop off loop. This will allow for a continued flow of traffic at the drop off circle.

Car Pick Up

If you are planning to pick your child up at the end of the school day, please remember to establish a plan using [our dismissal website](#). When you arrive at school, pull forward to the marked area in the circle. Wait until students are directed to your cars. Children will not be dismissed with another adult without written permission from the parent or guardian. Any children who have not been picked up by 2:10 p.m. will be brought to the office to wait.

Unscheduled Emergency Early Dismissal

School administrators will make families aware of unscheduled early releases using an automated electronic notification system.

Walkers / Bikers

To allow your child to walk from school to the Duxbury Free Library, DMS, DHS, a friend's house, or home please fill out the appropriate form on [our dismissal website](#). *Be advised that students in grade 3 are not permitted to go to the library by themselves per the Duxbury Free Library policy.*

BEHAVIORS

(See [Code of Conduct](#) and related policies in the School Committee Policy)

Behavior problems are generally addressed by the classroom teacher who uses various strategies to help the child modify the behavior, always stressing positive behavior. If the inappropriate behavior continues, a student may be sent to the office. A Discipline Referral Form will be completed by the teacher. Parents are notified about problems when it is deemed appropriate, and when consequences are assigned to their children. Typical consequences resulting from a student's inappropriate behavior could include:

1. Conference with the principal or assistant principal
2. Loss of preferred activity for one or more days
3. Three-way conference with parent, student, and school administrator
4. After-school detention, during which time the student will make a good choice for Alden School, helping to shelve books, clean white boards, etc.
5. In-school suspension (A student will complete assignments in the office or another assigned area)
6. Out of school suspension (See Code of Conduct and related policies in the School Committee Policy)

The Alden Behavior Chart

The Alden Behavior Chart was developed for students, teachers, and school administrators to have a consistent set of expectations and an understanding of the spectrum of expected and unexpected behaviors that can be present in this setting. In addressing unexpected behaviors with students, teachers and administrators will refer to this chart, show it to students, and often have students identify the category of their unexpected behavior. Consequences are included at the bottom of each category, where applicable. The chart is located in this handbook as Appendix I.

Procedures for Addressing Bullying

The Alden School staff adheres to the Duxbury Public Schools' Bullying Intervention and Prevention Plan (May 2014), which can be found in Policy JICFB-Bullying Prevention [here](#).

Harassment/Sexual Harassment

No child is to purposely annoy or irritate another student in any way at any time. This includes verbal as well as non-verbal harassment. Please refer to our [DPS Policy](#) AC.

In an on-going and comprehensive effort to ensure equal opportunity to its students and to prepare students for life beyond the schools, the Duxbury Public Schools has developed a plan for the prevention of sexual harassment. Sexual harassment is a destructive behavior that interferes with the educational process and will not be tolerated.

Sexual harassment is verbal or physical conduct of a sexual nature, imposed on the basis of sex by an employee or student, which is unwelcome, hostile, or intimidating. Sexual harassment can cover a range of behaviors including sexual insults, name-calling, off-color jokes, intimidation by words or actions, offensive touching and pressure for sexual activity. Because sexual harassment is a serious matter, it will not be allowed in this school in any form. The Duxbury Public School System has formal means for addressing negative interaction including: the discipline code, conflict resolution, peer mediation, and guidance counseling. Please refer to School Committee policy JBA [here](#) for information regarding filing a grievance.

COMMUNICATION

All members of the school community know the importance of effective communication between the school and home. The following is a summary of communication that takes place in a typical school year.

School to Home	
Summer	- Email to alert parents to check the portal for the student's teacher assignment, and reminding families about the school's daily schedule, including start/dismissal times and office hours - Invitation to walk through the building to locate the student's classroom prior to the first day of school - Bus schedules will appear in local papers
First Month of School	- Welcome letter - Educators to provide a curriculum overview, and to review classroom procedures and expectations - School Handbook - PTA packet and volunteer information - Open House provides parents / caregivers an opportunity to meet administrators, specialists, and classroom teachers the evening before the first day of school

October	• Parent conferences to review all student progress and discuss social/emotional growth and development, as well as academic progress and skills.
Weekly	• The Alden School page of the district's website is updated at least weekly. Families are encouraged to make visiting this page part of their weekly routine: https://www.duxbury.k12.ma.us/o/as • Alden Family News/AFN (family newsletter) • Dragon Deed positive acknowledgements
Monthly	• Classroom Newsletters
As Scheduled	• Progress Reports and Report Cards (see Alden Family Calendar at https://www.duxbury.k12.ma.us/o/as/events) • Parent-Teacher Conferences – Fall, Spring, or as needed • Special grade level events
As Needed	• PTA Updates • Guidance Department: testing information, grade transitions, and intervention as needed • Notification regarding excessive absence or tardiness • Curriculum updates posted to the Curriculum website • Nurse: Health notices (immunizations, etc.) • Administration: Professional Development/Early Release Day Information, vacation date reminders, and general school information (problems, recognition, etc.) • Superintendent: Newsletter on school district issues • Teachers/Teams: grade level/class projects, field trips, party/holiday information, grade level/class events • Standardized testing notification • Various appropriate enrichment opportunities: (early release activities, scouting notices, sports team opportunities, community service opportunities, etc.) • AFN Special Edition, when necessary • Alden Updates from the Principal as needed
Other	• Protocol for classroom visitation: procedure available in front office • www.duxburymass.com: Duxbury town website; this now lists school hours, telephone numbers, administration, etc. • www.duxbury.k12.ma.us, the web site of the Duxbury Public Schools • The Duxbury Public Schools have contracted with Thrillshare, a service that allows families to be contacted simultaneously by telephone and/or email with reminders about scheduled events, notifications of important announcements (e.g., school cancellations/delayed starts/early releases), and reports of student absence • Optional spring parent/teacher conferences
Social Media	@aldendux on Instagram, Twitter School website https://www.duxbury.k12.ma.us/o/as

Home to School

Families are encouraged to contact the school whenever they or their students have problems or concerns. The following is a guide to help you determine the best person to contact at the school so that you will be able to get prompt attention for your situation. Of course, a child's classroom teacher should be the initial contact.

Classroom Teacher	• Academic, social, or other questions about your child • Questions on classroom procedure or grades • Family crisis (e.g. death of loved one, death of a pet, changing family situation) • Curriculum questions
Christine Martino Administrative Assistant cmartino@duxbury.k12.ma.us	• Matters pertaining to Aspen Portal/login Information • Matters pertaining to CORI Forms
TBD Office Assistant	• Matters pertaining to daily absences, tardies and dismissals
Rebecca Long Principal rlong@duxbury.k12.ma.us	• General concerns or compliments • Student or family concerns • Custody agreements or legal concerns
Jennifer Fiorentino Assistant Principal jfiorentino@duxbury.k12.ma.us	• Bus behavioral concerns • Student relationship concerns • 504 Plans
Special Education Team Chair	• Team meetings • Special Education process questions
Sara Milner Curriculum Supervisor Pre-K-5 smilner@duxbury.k12.ma.us	• Standards/Content/scope and sequence • Marking/assessment • Materials • Results of standardized tests • Science Fair • Title I Services and Programs • Technology and access to online platforms
Sarah Dooley School Nurse sdooley@duxbury.k12.ma.us	• Injuries, medications, extended illnesses • Email for excused absence due to illness or send in a written note to the teacher.
Maddie Obuchowski Adjustment Counselor mobuchowski@duxbury.k12.ma.us Sean Stevenson Adjustment Counselor sstevenson@duxbury.k12.ma.us Heather Thevenin School Psychologist hthevenin@duxbury.k12.ma.us	• Family crisis that impacts your child (in addition to classroom teacher contact) • Significant peer challenges • Difficulty relating to peers • Anxiety

CURRICULUM

Alden School offers students engaging and rigorous programs based on the Massachusetts Curriculum Frameworks. All students receive instruction in the following areas: Literacy (Reading, Writing, Speaking and Listening), Mathematics, Science, and Social Studies. Students receive weekly instruction, with specialists, in Art, Music, Physical Education, Library, and Spanish. Digital Literacy and Computer Science skills are integrated throughout the curriculum. The Library and Maker Space provide opportunities for students to learn and apply keyboarding, digital literacy, computer science and STEM skills to solve problems and support classroom research. Students have 1:1 access to Chromebooks which are used to support classroom instruction and personalize student learning. Please refer to the [Duxbury Digital Use Agreement](#) available at the District Website and in this document on page 28. *Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Duxbury Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.*

Standards and Content

Teachers follow the MA Curriculum Frameworks and the Duxbury Curriculum Maps for each subject area to ensure all students within the same grade level are exposed to the same curriculum content. The Building Administrative Team (Principal, Assistant Principal, and Curriculum Supervisor) works with the teaching faculty to ensure the articulation of curriculum from Grade 3 through 5 at Alden School. The Curriculum Supervisor additionally works with the Assistant Superintendent and the District Curriculum Supervisors to ensure this articulation across grades PK-12. A complete Curriculum Guide can be viewed on the school's [Curriculum Webpage](#).

Grouping

All classes at Alden School are heterogeneously grouped. Students are assigned by their teachers to work in learning groups in the various subject areas regularly throughout the school day/week/year. The groups within each class are flexible to meet the needs and learning styles of all students and to allow teachers to differentiate instruction accordingly.

Inclusion

Alden is a school where all children are included. Inclusive education uses a cooperative teaching model in which a team approach helps children learn. Every classroom has a model of co-teaching. The specialists (Reading, Math, and Special Education staff) work in the classrooms with the regular education teachers to provide an optimal learning environment for all students. Specialists have role flexibility when providing instruction.

Classroom Support Services

Duxbury also offers a variety of services to students who need additional time to address specific needs. Occupational Therapists, Physical Therapists, Reading Specialists, Title I Math tutors, School Psychologists, School Adjustment Counselors, Speech and Language Pathologists, and Special Education Teachers all work as a team with classroom teachers to provide a curriculum which allows all students to meet the expectations of the [Massachusetts Curriculum Frameworks and Common Core State Standards](#). For additional information, see Duxbury Public School webpage and refer to District Services). The Curriculum Supervisor is available to provide support and resources to classroom teachers to maximize learning opportunities for all children.

Report Cards

Electronic report cards are issued three times during the year (December, March, and June) and are accessed via the Aspen parent portal. The following marks are used to indicate children's proficiency based on grade-level content standards and/or social expectations. A complete [Report Card Guide](#) can be found on the Alden Curriculum Website.

- P – Proficient - Consistently demonstrates the skill, concept, or behavior independently.
- A – Approaching - Often demonstrates the skill, concept, or behavior independently.
- D – Developing - Sometimes demonstrates the skill, concept, or behavior independently.
- B – Beginning – Does not yet demonstrate the skill, concept, or behavior independently.

Report Card Portal Access – Report cards are reported on-line through the Aspen Portal three times a year. Parents have access to the portal with a login password. If this password is lost, parents must come to the school and show proper identification to receive a new password. Parent/Teacher conferences are scheduled in the fall and in the spring to review the student's academic progress and social/emotional development.

Assessment

Massachusetts State Curriculum Frameworks are state guidelines for what topics should be addressed in a public school curriculum and are available online through the Department of Education webpage. The MCAS exams are based on the Frameworks and are mandatory. At Alden School, students will take MCAS assessments every spring in the following areas:

- Grade 3: ELA, Math
- Grade 4: ELA, Math
- Grade 5: ELA, Math, and Science, Technology, Engineering

Individual student results are sent to families.

Additional assessments are administered by teachers. The assessments give teachers a more complete understanding of student progress and allow teachers to better meet the needs of all students. These include:

- Normed Reading Fluency and Dyslexia Screening
- Normed Reading Comprehension Screening
- Normed Math Skills Screening
- Reading and Writing Unit Assessments
- Math Topic and Benchmark Assessments
- Science Topic Assessments
- Teacher created assessments/informal observations

More detailed [Assessment Guide](#) information can be found on the Alden School [Curriculum Webpage](#).

Science Fair (K-5)

The Spring Science Fair is sponsored by the PTA and the Duxbury Public Schools. This is an optional program, completed at home, and students may submit a project in any of three areas: experimental, illustrative or engineering/design.

Creative Arts Programs

For students in Grades 3-5, programs are sponsored by the PTA to provide school-wide enrichment programs to enhance the curriculum. Past programs have covered topics in literacy, science, music, art, and social studies.

HEALTH SERVICES

The health office is open to students during the school day. A full-time registered nurse is available for health counseling, emergency health services when a student becomes ill or is injured and for intervention regarding any student's health concerns.

Immunizations	Massachusetts General Laws Chapter 76, Section 15, requires certification that all children attending school are successfully immunized against Diphtheria, Tetanus, Pertussis, Polio, Hepatitis B, Varicella, Measles, Mumps, and Rubella, unless exempted for medical or religious reasons. Tdap (Tetanus booster) and Meningococcal are required for entry to grade 7.
Medication	If possible, all medications should be given at home. If it is necessary for medications to be given during the school day, the following guidelines must be followed: 1. Written orders from the physician should name the drug, dose, and time of administration.

	- Parents must sign a consent form. - Orders and the medications MUST be delivered to the health office by the parent. - Medications should never be sent with a student on the bus. - All medications must be in original packaging with a prescription label. - If your child will need to take medicine while on a field trip, please call and speak to the school nurse.
Epipen Guidelines	Guidelines have been established in an effort to provide a safe environment regarding the administration of Epipens to students experiencing an allergic reaction on the school bus. These guidelines outline the shared responsibility between the school, parents and the bus transportation company. The procedure can be found on the district website under transportation services in the district services section.
Health Problems	At the beginning of each school year, or as necessary, it is the parent's responsibility to make the nurse aware of any health problems, chronic or temporary, which may interfere with the child's performance in school. The school nurse is available to help in any way possible and parents should feel free to consult her at any time during the school day.
Health Records	Health and emergency information is completed online prior to the beginning of each school year. Parents must update this information annually online. Emergency information is extremely important in the event of illness or accident in school. Parents should be sure that the online emergency information contains current information: telephone numbers of parents/guardians (home/work), the number of a relative or friend who would be available if the parent is not, and the name and number of the child's physician.
Illnesses	- For any absence, a parent/guardian should complete the absence form which can be found on the Alden school website. For excused absences, notes may be sent in with the student or emailed to the school nurse, Sarah Dooley (sdooley@duxbury.k12.ma.us.) In the case of excessive excused absences, the school may ask for further documentation from a physician. - Students should remain at home until they have been free of vomiting and/or diarrhea for at least 24 hours. If a student vomits while at school, the nurse will assess the situation and determine whether dismissal is necessary. Dismissal from school will be required if a student has more than one episode of vomiting or diarrhea. - For contagious illnesses requiring antibiotic treatment, such as strep throat, students must be on prescribed antibiotics for a minimum of 24 hours before returning to school. - A child may be excused from physical education by the school nurse on two occasions on the basis of a note from the parents. If the child is to be excused more than twice, a physician's note is necessary. Please keep the nurse aware of any extended illnesses/injuries.
Health Screenings	Health screenings are done according to the following schedule: Height/weight measurement/BMI – Grade 4 Vision – Grades 3, 4, and 5 Hearing – Grade 3 Postural (Scoliosis) – Grade 5 Parents are notified prior to each screening, and also if test results indicate further evaluation or a child's results are outside the normal parameters.
Physical Examination	Physical examinations are required for: - All new students if no physical examination is recorded within a year of entry. - Any child who has had frequent unexplained illnesses/absences.

	3. Updated Physical Exam for students entering grade 4
Respiratory Illness Guidelines	When feeling sick with a respiratory virus, like COVID-19, flu and respiratory syncytial virus (RSV), the CDC has recommended the following guidance: • Remain at home for at least 24 hours until symptoms are improved. If a fever is present, you may resume normal activities once you are fever-free without use of a fever-reducing medication for 24 hours. • When resuming normal activities, you are encouraged to take additional prevention strategies for the next 5 days including wearing a well-fitting mask, good hygiene (covering your cough and sneeze, washing your hands), and/or getting tested for respiratory viruses. • Please consult your healthcare provider if you have any questions or concerns about your child's symptoms or if their symptoms persist.

ORGANIZATIONS

Alden School Council

The Alden School Council was formed in accordance with the Education Reform Act of 1993 to assist the principal in assessing students' educational needs, developing a school improvement plan aligned with school and district goals, and reviewing the annual school budget proposal. The Council is composed of the principal, three teachers, four parents, and a community representative. Parent representatives are elected by Alden School parents for a term of up to three years, with the only requirement for candidacy being that they have a child enrolled at the school. Once new members are elected, roles and timelines will be established for implementing the Action Items from the Improvement Plan. Additionally, the School Council will support the Duxbury Public Schools' Strategic Plan as it applies to Alden School.

PTA

The PTA is an active organization that sponsors Creative Arts Programs for all grades, assists in the coordination of Open House nights, is consulted on policy issues, and helps to recruit classroom volunteers. Information about the PTA is available in the PTA calendar, which also contains valuable phone numbers.

School Committee

The Duxbury Public Schools are overseen by a five-member elected School Committee. Outside of Massachusetts they are called School Boards. The policies as established by the School Committee are available in the Superintendent's Office, the Principals' Offices, and the Town Library, and on the school website for your reference.

Special Education Parent Advisory Council (SEPAC)

A Parent Advisory Council meets throughout the year with the Administrator of Special Education. Members provide guidance and assistance to families, staff, community, and students with special needs.

PROGRAMS

Creative Arts

Programs sponsored by the PTA's Creative Arts Council to provide school-wide enrichment programs.

English Language Learners

The goal of the English as a Second Language (EL) Program in Duxbury is to teach English Language Learners (ELLs) to use English to achieve academically in all content areas. The philosophy of this program is anchored in a set of principles governing language education and is supported by educational research and experience. The program is designed to meet the educational needs of ELL students and to develop each of the four language skills: listening, speaking, reading, and writing through grade-appropriate, content-based instruction. Studies show that the best approach to language development ties the language to the content, rather than teaching grammar, vocabulary, and spoken English in isolation. Content instruction is currently based on the MA Curriculum Frameworks and Common Core Standards. As the district revises and further develops their curriculum, new and revised curriculums will be aligned to the WIDA standards.

Eligible students will receive appropriate EL instruction until exit criterion is reached, as indicated by the annual ACCESS test scores. A certified EL teacher will instruct the program. The EL student's schedule is developed after initial assessment at the beginning of each school year or upon entering a school in the District. Eligible students will be grouped according to their English Language Proficiency Level based on their performance on the entrance assessment and/or by age appropriate grade level. In addition to EL services, ELL students are entitled to other services as appropriate. Language proficiency cannot be criteria for exclusion.

The EL teacher will create and maintain an instructional climate that is conducive to learning. The EL teacher will evaluate student performances in the EL class and provide classroom teachers with input regarding progress. A progress report completed by the EL teacher will be sent home twice a year. The EL teacher will also be responsible for attending professional development for increasing knowledge of EL strategies and methodology. The EL teacher and general classroom teacher will collaborate on instruction regularly. The EL teacher will work closely with the content teachers to enhance the lessons for reinforcement of the content being taught in the general classroom. The EL teacher will provide supplemental lessons as needed to ensure understanding of difficult concepts.

The general classroom teacher will adapt appropriate curriculum materials for the EL student implementing the guidelines of WIDA. ELL students are entitled to modifications in content and grading to the extent that they can be successful. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes, notes), bilingual dictionary, and translator, if possible. The EL teacher is available for consultation regarding the accommodations, if needed. The general classroom teacher should grade the student based on achievement of adapted instructional materials that have been individualized for the student. There may be a period of time when an EL student does not possess sufficient English proficiency to receive a grade. A general narrative report will be written in this case. At the secondary level, general classroom teachers may utilize Pass/Fail grading as an option. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause.

Extended Day

Duxbury has several Extended Day Programs that operate Monday through Friday and follow the school calendar. The Chandler Extended Day Program is located at the Chandler School. It provides enrichment activities for children who need care before or after their regular school day. The Breakfast Club, for children in grades K-2, offers care from 7:15 am until the start of school. The Junior Club, an after school enrichment program for children in grades K-2, provides care from the close of school until 5:45 pm. At the Alden Elementary School, the Club after school enrichment program provides care for Grades 3-5 students. Programs include Club (2:00 pm- 5:00 pm) and Extended Club (2:00 pm-5:45 pm). For tuition rates and more information, consult the Extended Day Program web page at [Extended Day](#) or call (781) 934-7680 ext. 4 (K-2) or (781) 934-7630 ext. 5 (Grades 3 - 5).

Title I

Alden Elementary School is designated as a Title I targeted assistance school. Targeted assistance means that we provide supplemental services to students who have been determined to be at risk of low achievement. Students receiving Title I support may work in small groups with interventionists outside of their classroom, or students may participate in targeted intervention programs in their own classroom setting under the direction of their classroom teacher. For more information about our Title I Services, visit the [District Curriculum and Instruction Website](#)

SAFETY AND SECURITY

Building Security

All doors remain locked during school hours. One must provide a license in order to gain access through a secure door. All visitors must sign in and get a Visitor's badge in the main office; all faculty members are issued identification badges. [Please, understand that all faculty members have been instructed to ask to see visitors' badges, and will direct those who do not have them to return to the office to "Sign-in and take a badge."]

Bus Evacuation Drills

Periodically, the Alden School faculty, in conjunction with the school bus drivers, hold bus evacuation drills to remind our students of the procedures that they would follow if an emergency ever required them to evacuate their bus.

Fire Drills

Fire drills are scheduled periodically and are conducted under the supervision of Fire Department officials. During fire drills, all school personnel, students and staff exit the building in a quick and orderly fashion while the DFD secures the building. These drills are practiced periodically throughout the year, so that students and faculty members are comfortable with and prepared to follow the evacuation plan in the event of an actual emergency or fire.

Indoor Safety Plan

Our school has devised an Indoor Safety Plan to further secure our building in the event of an emergency. Drills are scheduled periodically and are conducted under the supervision of Police Department officials. Students, faculty members and visitors secure themselves in classrooms and/or offices until being given the word that the emergency has passed. If it becomes necessary to evacuate, staff and students will exit the building. This plan is practiced periodically throughout the year, so that students and faculty members are comfortable with and prepared to follow the plan in the event of an emergency.

Parking

Visitors to Alden School should enter campus from Alden Street; pass the Duxbury Free Library (on the right); continue straight between the Alden School gymnasium (on the left) and the town playground (on the right); and continue around the three-story classroom wing of our building. The main doors to Alden School face the drop-off circle in the rear of the building.

- Those coming into the building should park their vehicles in spaces labeled Visitors' Parking. There is no parking for visitors on the Alden Street side of the building.
- Those dropping-off students are asked to pull as far into the drop-off circle as possible, and to have their children exit their vehicles from the driver's side.

Safety Care

Restraint is not a form of treatment or punishment and will only be used as an emergency procedure. Preventative techniques will typically be utilized to avoid the need for restraint. De-escalation techniques including redirection, removal from the situation or offering emotional support from an appropriate adult should be attempted prior to physical contact. Restraint is to be used only as a last resort when a student's behavior poses a threat of assault, or imminent, serious, physical harm to the self or others.

All staff receive an annual review of the school's restraint policy and procedures. Training will include a focus on prevention and behavior support as well as individual crisis planning. A number of staff will receive extended training providing them credentials in both avoiding restraint and its proper implementation should it be unavoidable.

The district complies with all state required reporting. Any restraints lasting longer than 20 minutes will receive approval by the building principal before continuing. Through the principal or designee, reasonable efforts will be made to orally notify a parent within 24 hours of the use of restraint.

Complaints will be received and investigated by the building principal or designee. Parents will be engaged in prevention of restraint through ongoing intervention plans created for individual students that only include restraint in emergency situations.

The following restraints are prohibited: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion and the use of physical restraint in a manner inconsistent with 603 CMR 46.00.

These procedures comply with Duxbury School Committee Policy JKAA and M.G.L. 603 CMR 46.00.

Searches

Duxbury Public Schools shall conduct searches of students consistent with federal and state law. School staff may search a student if they have reasonable cause to believe that the student possesses evidence that shows either a violation of law or a violation of school rules. Additionally, the right of inspection of student desks or school lockers is inherent in the authority granted school committees and administrators.

These procedures comply with Duxbury School Committee Policy JIH.

Security Cameras

In order to maintain a safe and secure school environment, security cameras are present throughout the schools. They may be in use in any area, inside or outside of the school buildings, where there is no expectation of privacy. Students identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

Traffic Pattern

When you enter the school complex on Alden Street, this road is a one-way road that continues all around Alden and the middle/high school. When leaving Alden, visitors will continue going in the one-way direction around the DMS/DHS building. All car traffic must follow this one-way route. Do not park in the right travel lane. Only buses may use the roadway that skirts the playing field. This road is not accessible to car traffic during school hours and is one way.

SCHOOL RULES

1 Rule School

Alden School has just one rule that is followed by all students and staff: **RESPECT Yourself and Others**. The remaining information in this section is a partial list of what expected behaviors might look like given that rule.

Arrival & Dismissal

- Stay on the sidewalk and off the grass
- Walk at all times
- Go directly to your bus or other destination
- Do not walk between buses
- Wait for crossing guard to cross you
- Listen carefully to directions shared over announcements
- Be courteous and show appropriate behavior
- Listen carefully to the grown-ups on bus duty
- Avoid pushing or knocking backpacks into other people
- Bikes wait on the grass area until all buses have left and ride only on the sidewalk.

Assemblies

- Express appreciation by clapping only.
- Place your feet appropriately (on the floor)
- Use "6-inch" voices during occasions when talking is permitted
- Avoid talking during the performance
- Keep hands and feet to yourself
- Remain seated during the performance
- Remain seated and wait for administrators' and teachers' directions at the end of the performance

Bathroom

- Use the classroom sign-out sheet
- Do not bring food or drinks
- Use proper bathroom etiquette

- flush
- throw out paper towels in the trash barrels
- turn off the water
- Wash your hands before leaving
- Report problems to the teacher
- Do not write on the walls
- Return promptly to class, without lingering

Cafeteria

- Seat yourselves properly
- Pick up around your area
- Use "6-inch" voices
- Keep your hands and feet to yourself
- Always demonstrate correct handling of food
- Use utensils for food only
- Respond to the count down to be quiet
- Follow the correct traffic pattern

Everywhere

- Give the right of way to people with disabilities
- Keep your hands and feet to yourself
- Walk at all times
- Use good manners
- Use appropriate language
- Let the adult in charge know where you are
- Line up quickly and quietly
- Pick up litter
- Use quiet voices inside the building
- Treat furniture, materials and property with respect
- Eat food only in the cafeteria or classrooms

Field Trips

- Respect all adults
- Follow the directions of your designated adult
- Follow bus rules
- Remember all school rules and behaviors
- Be proud to be from Duxbury and make Duxbury proud.
- Use appreciative responses (for example, be sure to say "Thank you.")
- Stay with your group
- Always let your designated adult know where you are

Hallways

- Talk in quiet voices
- Always use school-appropriate language

Students Attending School Events

No student below Grade 7 should attend any school event unaccompanied by a parent or responsible adult and all such students should be with the parent or adult and directly supervised at all times. For after-school programs where school staff provide supervision—such as clubs, enrichment activities, or academic help sessions—parental attendance is not required. Please assist us in teaching our students respectful and responsible behavior by modeling appropriate behavior as an audience and excluding behaviors such as talking, booing, jeering, or roaming around.

- Use good manners
- Stay to the right
- Hold the door for your neighbor
- Always give the right of way to people with injuries or disabilities
- Do not touch others
- Show respect to ALL adults
- Show backpack courtesy
- Walk at all times
- Walk in single file
- Walk down stairs, touching every stair
- Go directly to classes and do not wander
- Do not eat food
- Pick up litter

Library

- Avoid any disturbances
- Share the computers
- Handle books carefully
- Put books back where they belong
- Appreciate and respect items that are on display
- Remain quiet
- Use time wisely

Recess

Safety:

- No fighting, hitting, punching, tackling, wrestling, or hurting
- No touching that makes someone uncomfortable
- No threatening or bullying
- No dangerous toys or objects
- No climbing fences
- No leaving the playground without permission

Fair Play:

- Play only safe games
- Include all who want to play if possible
- Group games should be safe and fair
- If you join a group, you need to play by the rules
- Take turns! Share equipment! Be a good sport!
- Use only appropriate school language

Organizational:

- Line up and go into the school quietly
- Follow sidewalks and crosswalks
- If you are asked to take a time-out, show respect and maturity

SUPPORT SERVICES

The Duxbury Public Schools offer a wide array of special services for children with medical or learning difficulties. As a result of screening programs, examinations of standardized test results, and parent input, special services are provided to children as part of the regular school services or as a part of an educational program written from a Team Evaluation. The Administrator of Special Education has system-wide responsibility for special education services. Chandler School administration and special education staff are responsible for diagnosis, prescription, and direct support services for students.

Children with Special Needs

The Massachusetts State Laws and Federal Public Law IDEA 2004 require local school systems to:

1. Find and evaluate children with special educational needs.
2. Develop individual programs for children with special needs.
3. Provide the required services within the local school system in the least restrictive environment

A child with special needs is defined as anyone who is between the ages of 3 and 22, does not have a high school diploma and has a temporary or permanent intellectual, emotional, sensory, physical, or other specific learning impairment.

DCAPs (Duxbury Curriculum Accommodation Plans)

A DCAP can be created for any student who benefits from particular strategies that extend beyond those used for all students of that age range, but who may not qualify for an IEP for 504 accommodation plan. A DCAP is created by the general education team and is shared with future teachers as the child continues to each new grade. The DCAP should outline student strengths and areas of need, based on formal and informal data collected from the classroom teacher. The DCAP then outlines a list of strategies determined to be most effective for the student. DCAPs are school-based documents that will be communicated with families.

Evaluations

If a child at Alden School is suspected of being in need of special education services, an evaluation may be requested. The evaluation is begun with a screening evaluation to ensure that all regular educational resources have been exhausted as specified in the special education regulations. If it is determined that there is a need for a TEAM evaluation, a liaison from the special education staff will be assigned to begin the process. Many areas are examined, including but not limited to; family background, medical history, past educational experiences and a variety of test results to determine the need for an educational plan for the student. Parents are notified in accordance with regulations.

Home Tutoring

If a child is ill for an extended period of time and a physician's verification is provided, home tutoring can be arranged through the school nurse or school Principal.

Restraint Procedures

Restraint is not a form of treatment or punishment and will only be used as an emergency procedure. Preventative techniques will typically be utilized to avoid the need for restraint. De-escalation techniques including redirection, removal from the situation or offering emotional support from an appropriate adult should be attempted prior to physical contact. Restraint is to be used only as a last resort when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others.

All staff receive an annual review of the school's restraint policy and procedures. Training will include a focus on prevention and behavior support as well as individual crisis planning. A number of staff will receive extended training providing them credentials in both avoiding restraint and its proper implementation should it be unavoidable.

The district complies with all state required reporting. Any restraints lasting longer than 20 minutes will receive approval by the building principal before continuing. Through the principal or designee, reasonable efforts will be made to orally notify a parent within 24 hours of the use of restraint.

Complaints will be received and investigated by the building principal or designee. Parents will be engaged in prevention of restraint through ongoing intervention plans created for individual students that only include restraint in emergency situations.

The following restraints are prohibited: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion and the use of physical restraint in a manner inconsistent with 603 CMR 46.00.

These procedures comply with Duxbury School Committee Policy JKAA and M.G.L. 603 CMR 46.00.

Section 504

Section 504 of the Rehabilitation Acts of 1973 requires all school districts to implement reasonable accommodations for students with disabilities if the disability results in a substantial impairment to a major life function such as learning. Simply stated, if a student's disability has a substantial negative impact on learning, the student may qualify for a 504 Accommodation Plan. A 504 Plan includes accommodations within the regular education setting. 504 Plans do not include specialized instruction or specialized curriculum. For further information, please call the Assistant Principal.

Special Needs

If evaluations determine that a child requires special education services, he or she will be scheduled for supportive help with the appropriate specialist in these areas. This specialized instruction takes place in a classroom or a resource center as determined by the Team, which includes parents and school staff.

Student Support Team

The Student Support Team, composed of administrators(s), classroom teacher(s), and special area staff, meets weekly or on an as needed basis to provide support and ideas to colleagues who have questions or concerns regarding a particular child. The Student Support Team may recommend classroom modifications, consideration for support services, screenings or more formal assessments. Parents are notified as appropriate.

Speech and Language Therapy

The Speech and Language Therapy Program provides support to children in four major areas: articulation, language, rhythm, and voice. After diagnosis and criteria are met, therapy may be scheduled in an individual, small group setting, or in the regular educational classroom.

Teachers of Children with Special Needs

Direct service is provided individually and/or in small groups and/or within the regular education classroom to children with academic and learning difficulties by: (1) tutoring in a particular academic skill; e.g., reading, language arts, mathematics, perceptual skill; (2) helping him or her develop self-management skills; (3) helping to develop social skills; (4) providing a release through the expressive use of language arts, music, art, and play; (5) providing intensive support and encouragement. The teacher of children with special needs also consults with, supplements, and supports the work of the classroom teacher.

School Counselor

Alden School has School Counselors who are certified counselors in school guidance and/or school adjustment. They assist students, parents, and teachers with a broad range of academic and scheduling issues. The School Counselors are available to work directly with both students and parents. The role of the School Counselor also includes providing individual and group counseling aimed at the social, emotional and academic areas of student life. Referral to the Counselor may be done via parental request or by consultation with teachers and administrators.

School Psychologist

Alden School has a school psychologist on staff. The role of this professional is to facilitate psychological testing as part of TEAM evaluations; to serve on the school's crisis team and instructional support team; to provide direct services to children who require them; and to collaborate with other educators and community members to best serve students.

Student Records

M.G.L. C.71, Section 34 F directs the Board of Education to adopt regulations relative to student records, specifically the retention, duplication and storage of records. According to the Massachusetts Department of Education, "603 CMR 23.00 is promulgated to insure parents' and students' rights to confidentiality, inspection, amendment and destruction of student records." The student record shall consist of the transcript and temporary records. According to the Department of Education, the transcript shall "be limited to the name, address, and phone number of the student; their birth date; name, address and phone number of the parent or guardian; course titles, grades, course credit, grade level completed and the year completed."

At Alden School there are several components of the temporary record including, attendance records, discipline records, educational records and health records. Attendance, discipline and educational records are stored in the main office and the health record is stored in the nurse's office. The vast majority of the materials found in the student files are duplicate copies of materials given to the child and the parents. The educational record consists of report cards, progress reports, and standardized test information. The attendance record is a collection of notes written by parents/guardians explaining absences from school, dismissal requests and tardy notes. Health records contain information relative to the student's health including immunizations, emergency contacts, current medical situations and medications. The discipline record consists of duplicate copies of referral forms mailed to the parent/guardian for infractions of the Code of Conduct.

The student records will be reviewed on a periodic basis and misleading, outdated or irrelevant information will be eliminated from the record.

Release of Information About Students

Regulations pertaining to the release of information about students shall be in conformity with Sections 34A, 34B, and 34E of Chapter 71; Chapter 71B; and Section 13 of Chapter 76 of the General Laws regarding students' rights of confidentiality, inspection, amendment and destruction of students' records. A parent or a student, who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than two days after the request, unless the parent or student consents to a delay. The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Record

With a few exceptions, no individuals or organizations but the parent, student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student. If the parents are separated or divorced, both parents are entitled to access to the student record unless a written court order forbids it.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school

system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

TECHNOLOGY

District-owned Network and Computing Equipment

Users of the DPS network and computing equipment will:

- Access only email distribution lists with prior permission and only for appropriate educational use.
- Refrain from mass messaging or mass email distribution.
- Seek, access or download only materials that are relevant to assignments or coursework.
- Use the computer network only for schoolwork. Chat rooms and games will only be used for educationally appropriate schoolwork as directed by teachers.
- Access only programs and applications appropriate for schoolwork and will not override any firewall/web filtering established on the network.
- Be responsible for maintaining a 100% working computer with only the applications installed by the district.
- Keep your data and the district's data safe by keeping passwords private, logging out, and not altering data or installing unauthorized software or games.

DPS assumes no responsibility for:

- Financial obligations arising out of unauthorized use of the system.
- Cost, liability or damages caused by a user's violation of these guidelines.
- Any loss or corruption of data resulting while using the network.
- A student's illegal distribution (pirating) of software.
- If a user finds materials that are inappropriate or that make the user feel uncomfortable while using the DPS network, the user should refrain from downloading/sharing that material and immediately report the discovery to her/his teacher or other staff member.

DPS Digital Use Policy for Dps Staff, Students and Guest Network Users

The School Committee recognizes the need for students to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment. Our Digital Use Policy is for all users of the DPS network, including staff, students and guest network users.

This policy is based on the Children's Internet Protection Act (CIPA) and its four guiding principles of: respect, privacy, sharing, and safety. These guidelines are appropriate for all technology users and we encourage parents to follow these guidelines in their own homes. Duxbury Public School (DPS) provides access to electronic resources that promote educational excellence, sharing of information, innovative instruction, and online communication to enhance Millennial Learners' ability to live and work in the 21st century. Online communication constitutes any use of network resources, etc. DPS electronic resources include, but are not limited to all hardware, software, data, communication devices, printers, servers, filtered Internet access, and local and wide area networks. To keep students safe and comply with the Children's Internet Protection Act (CIPA), the Digital Use Policy is put in place to accommodate for the many education and global changes to date.

The following is a statement of rules and guidelines for the use of electronic information resources. These are provided to help understand what is acceptable behavior with the use of technology. While these rules and guidelines detail acceptable use of electronic information resources anywhere, these are rules and guidelines under which all members of the DPS community (students and staff) will be held accountable. The intent of this policy is to ensure that students utilize this access in a responsible manner consistent with the purpose of providing these services.

DPS uses dynamic content filtering technology in compliance with CIPA on all school computers with Internet access to protect against unacceptable web content. However, no web filtering technology is 100% safe. DPS realizes this fact and takes every effort to monitor online activity.

DPS believes that the benefits to students from access to information resources and the opportunity for collaboration available through the Internet exceed any potential disadvantages.

Users (staff, students and guests) who use the computer network must abide by the terms of this Digital Use Policy. Any user who violates this policy will be subject to a disciplinary action in accordance with the district's Code of Conduct.

The use of the network must be consistent with, and directly related to, the educational objectives of DPS.

Extended Safety K-5

In accordance with Internet search guidelines, teachers of students in grades K-5 will provide access to Internet resources as appropriate for the age of the child.

Parental Consent for Google and Third Party Apps

Duxbury Public Schools utilizes Google Apps for Education and other Google extensions, allowing staff and students to collaborate virtually on documents, presentations, and projects via the web. These tools enable direct access to instructional content, assignment and event calendars, and the ability to submit work electronically. Email accounts allow students and teachers to communicate and collaborate in a safe and structured manner while providing access to many web-based educational tools to create stories, concept maps, edit videos, and develop visual presentations.

In March 2025, Google reorganized its educational platform into a Google Workspace that includes a core list of apps approved for students' use. Each school determines which apps are appropriate for the instructional levels of the students in its building.

Below is a link to learn more about Google's privacy and security information for families.

https://edu.google.com/intl/ALL_us/our-values/privacy-security/

Other frequently used third-party apps not in the Google Workspace provide value to education in the classroom. Examples may include, but are not limited to, Canva, Adobe Express and others.

If you would like more information about Google Workspace or to opt your student out of any digital tools, please contact StudentTechAccess@duxbury.k12.ma.us to make a request, and a representative from the school department will contact you.

SCOPE AND APPLICABILITY

This Agreement applies to all users of the Duxbury Public Schools network, including staff, students, and guest network users. DPS electronic resources include, but are not limited to all hardware, software, data, communication devices, printers, servers, filtered Internet access, and local and wide area networks.

Access to technology is a privilege, not a right. All users must acknowledge that they understand that using digital devices, whether personal or school-owned, and the District network is a privilege that must be maintained through responsible use in accordance with these guidelines.

NETWORK MONITORING AND PRIVACY

DPS utilizes dynamic content filtering technology, in compliance with CIPA, on all school computers with Internet access to protect against unacceptable web content. However, no web filtering technology is 100% safe. DPS realizes this fact and takes every effort to monitor online activity.

Important Privacy Notice:

- The District's system network, computers, technology devices, user accounts, and information technology is the property of the District and is subject to monitoring and inspection at any time and without prior notice

- Users have no expectation of privacy in the use of the District's system network, computers, technology devices, and information technology.
- All files, including emails, texts, photos and videos, stored on school computers and on cloud-based accounts, such as Google Drive, Dropbox, etc. are not private
- The District has the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access, including transmitted and received information.
- Federal law requires that all email sent and received be stored for a period of seven years.

USER RESPONSIBILITIES

All users must adhere to the following responsibilities when using District technology:

Practice Positive Digital Citizenship

- Ensure that contributions to websites, social media, discussion boards, media sharing sites, and all other electronic communications are designed to maintain a productive and appropriate educational environment.
- Understand that online actions and posts must be consistent with maintaining a safe and secure school environment for all students and staff.
- Use school-appropriate language in all electronic communications, including email, chat, social media, audio recordings, video conferencing, and artistic works.

Treat Others with Respect and Dignity

- Do not send and/or distribute threatening, hateful, discriminatory, or harassing digital communication, or engage in inappropriate sharing of images, videos, or other digital material.
- Understand that bullying and harassment in any form, including cyberbullying, is unacceptable.
- Follow the guidelines for acceptable behavior found within the school handbook.
- Use appropriate language and graphics at all times

Access Only Educational Content

- Understand that District Technology is provided only for the purpose of participation in educational programs.
- Do not seek out, display, or circulate material that is deemed hurtful, sexually explicit, or violent.
- Understand that the use of the District network and equipment for illegal or commercial purposes is strictly forbidden.
- Use the computer network only for schoolwork; chat rooms and games may only be used for educationally appropriate schoolwork as directed by teachers.
- Immediately notify District personnel if inappropriate or questionable content is accessed.

Take Reasonable Care of District Equipment

- Understand that vandalism in any form is prohibited and report any known or suspected acts of vandalism to the appropriate authority.
- Report any misuse of the District's Network or technology.
- Maintain the physical condition of District equipment.
- Be responsible for maintaining a computer that is 100% functional with only the applications installed by the District.

SPECIFIC USAGE GUIDELINES

Student Safety and Personal Information

- Do not send any message that includes personal or identifying information such as: home address, personal phone numbers, and/or last name for yourself or any other person.
- Staff are not permitted to post personal information to public domains (i.e., class web page or the Internet)
- Student pictures and/or work may be included on district, school, or classroom websites without identifying captions, unless the site is password-protected.

Extended Safety for Elementary Students (K-5)

- Teachers of students in grades K-5 will provide access to Internet resources as appropriate for the child's age.
- Students in grades 3-5 are not permitted to access any Internet resource without the prior consent of their teacher.

Password Protection

- Internet passwords are provided for each user's personal use only and are confidential.
- Never share your password, steal another person's password, or use another person's password.
- If you suspect that someone has discovered your password, change it immediately and notify your teacher or administrator.
- Create strong passwords that combine upper and lowercase letters, numbers, and symbols.

Online Communication and Collaboration

- Teachers may incorporate various forms of online collaboration for educational purposes, including email, blogs, podcasts, video conferencing, online collaborations, and other Web applications
- Although teachers monitor student online activity, it is the direct responsibility of the user to comply with this agreement.
- Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in online applications.
- Students are expected to act safely by keeping ALL personal information out of their posts.
- Comments made on school related applications should follow the rules of online etiquette and will be monitored by school personnel.
- Never link to websites without reading the entire content to ensure it is appropriate for a school setting.

Plagiarism, Copyright, and Licensing

- Plagiarism is the act of using someone else's words or ideas as your own.
- Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized.
- This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- All users must adhere to the copyright laws of the United States and Congressional Guidelines regarding software, authorship, and copying information.
- Users should adhere to Creative Commons licenses where the author/artist denotes what media may be shared, remixed, or reused.

PROHIBITED ACTIVITIES

Inappropriate or Illegal Use of Technology

Users must refrain from any use that is illegal or inappropriate, including but not limited to:

Network and System Violations:

- Interfering with another user's access, privacy or privileges.
- Using passwords without permission or seeking to obtain passwords with malicious intent.
- Altering another user's account without permission.
- Interfering with or disrupting network users, services, or equipment.
- Intentionally wasting limited resources or downloading/installing software without approval.
- Using anonymous proxies to get around content filtering.
- Tampering with computer hardware, software, and/or the network system.

Content and Communication Violations:

- Violating copyright laws, including software piracy or unauthorized copying of content
- Distribution or display of obscene or pornographic materials.
- Making, distributing, or redistributing jokes, stories, cyberbullying, obscene material or material based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- Harassing, insulting, or attacking others (including all acts of cyberbullying).
- Using inappropriate language, including swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language.

Illegal Activities:

- Unauthorized entry into computers, networks, and files (hacking).
- Knowledgeable vandalism or destruction of equipment and/or network.
- Deletion of computer files belonging to someone other than oneself.
- Uploading or creating computer viruses.
- Sexting (sending sexual text messages, nude, or semi-nude photos, explicit videos, etc.)
- Employing the network for commercial purposes, financial gain or fraud.
- Recording others without their consent.

DISTRICT RESPONSIBILITIES AND LIMITATIONS**DPS assumes no responsibility for:**

- Financial obligations arising out of unauthorized use of the system.
- Users' inappropriate use of electronic resources or violations of copyright restrictions.
- Cost, liability, or damages caused by a user's violation of these guidelines.
- Any loss or corruption of data resulting from using the network.
- Illegal distribution (pirating) of software.

District Rights:

- The District reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action.
- The District will advise appropriate law enforcement agencies of illegal activities conducted through the network.
- The District will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities.

CONSEQUENCES AND DISCIPLINARY ACTION

Violation of these guidelines or other applicable District rules or policies may result in:

- Suspension or revocation of technology accounts.

- Loss of device use privileges.
- Loss of access to the system network or internet.
- Other disciplinary action in accordance with applicable disciplinary procedures.
- Referral to law enforcement authorities, as appropriate.
- Financial responsibility for repair or replacement of damaged District property.

Users must be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution and investigation. Breaking into or disrupting network security systems is a federal offense (felony). Financial and legal consequences of such actions are the responsibility of the user and, for minors, the user's parent or guardian.

TERMS OF AGREEMENT

For Students and Parents/Guardians: Users will agree to this Digital Use Agreement via the District's Student Information System during initial Student Registration or annually during the Back-to-School update. By electronically signing the Agreement online, students and their parents or guardians acknowledge their understanding and agree to the responsibilities outlined above.

VISITORS

(See Policy KI)

Guests, and visitors, including members of the media, are required to sign in and out in the Schools' Main Office and wear a badge at all times. All visitors must show a license to gain access to the building through locked doors. Once the license is shown, the door will buzz and the visitor will gain access and will be required to come to the main office. Students wishing to bring a guest to school must obtain prior approval from an Administrator. A note requesting permission should be brought to the school secretary a few days prior to the visitation.

Parents or family members who deliver items to school for children must bring them to the office. The office staff will notify the teacher. All items left for students should be clearly marked with the child's name and the name of her/his homeroom teacher. The school cannot accept money from parents to give to their children.

VOLUNTEERS

The PTA maintains an active volunteer program. This includes work in the library, classrooms, and computer lab. Every year volunteers are required to attend an orientation and sign a confidentiality statement before helping in the schools. The Duxbury Public Schools conduct C.O.R.I. (Criminal Offender Record Information) checks on all new volunteers. For more information please contact the Volunteer Coordinator or the PTA President.

APPENDIX I - ALDEN SCHOOL COMMUNITY BEHAVIOR CHART

Alden School Community Behavior & Response Chart

Expected Behaviors Kind and Respectful These behaviors are appropriate and expected and are modeled and supported by all staff.	Unexpected Behaviors Scary or Mean These behaviors (student to student, student to teacher) are inappropriate and will be supported primarily by staff in the classroom/learning environment.	Unexpected Behaviors Harmful These behaviors (student to student, student to teacher) pose a significant risk to a person's feelings/physical safety and will be supported jointly by staff in the classroom/learning environment as well as the administrator. These behaviors will be reported on Aspen after the third time.	Unexpected Behaviors Dangerous These behaviors (student to student, student to teacher) pose the highest risk to a person's feelings/physical safety and will be supported primarily by administration. These behaviors will be reported in Aspen.
When students demonstrate our Core Values of: Responsibility Empathy Self-esteem Patience Effort Courage & Teamwork	When students demonstrate: - Disruptive classroom behavior (unkind/unexpected verbal outbursts that deviate focus from instruction) - Threatening to leave someone out of a group or activity - Negative facial expressions (e.g. eye rolling) - Talking negatively about someone - Invading peers' personal space - Name calling/teasing NOT based upon personal characteristics	When students demonstrate: - Name calling/teasing based on personal characteristics - Exclusion from play/activities - Physical aggression - Starting or spreading rumors - Taking or breaking things that belong to others - Biased, violent, or explicit language not directed at any specific person - Use of obscene or rude gestures and/or language - Laughing at others' failures or shortcomings or encouraging others to do the same	When students demonstrate: - Severe physical aggression - Threatening language - Name calling, biased comments or nonverbal behaviors based on gender, race, religion, disability, or sexual orientation - Retaliation, intimidation, or threat of retaliation - Inappropriate touching - Spitting - Illegal - Weapons - Credible threat to school or others - Assault - Harassment - Civil Rights violations
All Staff: - will discuss and share exemplary behaviors with students - may reward and recognize appropriate, expected behaviors with Dragon Deeds.	All Staff: - will discuss and discourage behavior - may use 'in the moment' consequences as needed - May notify the parent/guardian if behavior persists/continues to be a concern - Record behavior in Aspen	All Staff: (for the first three infractions) - WILL discuss and discourage the behavior - WILL implement in-the-moment consequences - Classroom teacher WILL notify the parent/guardian (except Lunch & Recess) Administrator Response will include (after the <i>third</i> infraction): - Logged in Aspen - Administrator notifies parent/guardian - Follow red category for this and future similar behaviors	Administrator Response will include: - Notification of classroom teacher - Notification of parent/guardian - Reflection sheet - Missed social opportunities (lunch, recess, choice time) - Restorative conference (if appropriate) Administrator Response may include: - After school detention - Creation of individual behavior plan - Suspension (in accordance to DPS Code of Conduct)

Updated 8/2022

APPENDIX II - DUXBURY PUBLIC SCHOOLS CODE OF CONDUCT

CODE OF CONDUCT

Revised June 2023

Introduction

The Duxbury Public Schools community strives to foster an atmosphere in which all people are treated with respect. Mature and responsible behavior is essential to maintaining an environment that encourages learning and promotes a safe and positive climate. The school community includes students, teachers, administrators, guidance counselors, custodians, secretaries, cafeteria workers, parent/guardian volunteers, and school visitors. Each person in the school must have the opportunity to grow personally, socially, and intellectually; as well as the opportunity to exercise their rights in a positive and constructive way. Thus, all members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights, and their property. This behavior is expected during all curricular, co-curricular, athletic, and special events of the school both on and off campus. A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement.

Student co-curricular participants and athletes are also subject to the respective Code of Conduct for Athletes and Co-Curricular students.

Disciplinary Procedures

The Code of Conduct of the Duxbury Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize their discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change their inappropriate behavior, and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

In an effort to maintain the quality and integrity of programs throughout the school year, infractions of school rules which occur after May 1st of any school year may be subject to further consequences in addition to those listed below, which include but are not limited to, removal from school activities, senior/promotion class activities and/or participation in graduation/promotion activities or ceremonies.

All rules and regulations are subject to review through the Handbook Committee and School Council. Students and teachers are encouraged to discuss the rationale and enforcement of our rules that are intended to make the school a humane and rational institution.

The types of behavior that will not be tolerated have been categorized into four groups (A through D), based on the seriousness of the consequences.

Types of Behavior

GROUP A – Excluding Drugs and Alcohol

1. Assault and/or battery of any member of the school community.
2. Threat of violence directed toward any member of the school community.
3. Possessing, selling, giving or distributing weapons, fireworks or any other contraband.
4. Obtaining money, material goods, or favors by threat of physical harm.
5. Willful destruction of, or damage to, school or personal property.
6. Act of arson (i.e. setting something on fire), use or possession of a weapon (including knife, club, slingshot, or other article that can be deemed dangerous), use of explosives (including fireworks).
7. Bomb threat or fire alarm (false included).
8. Participation in the act of hazing, harassment, and/or bullying.

Consequence:

Minimum - five (5) day suspension from all classes and school activities, restitution for any damage, involvement of the police and/or fire department as appropriate, social probation for the equivalent of nine weeks. (Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity.)

Leadership roles in athletics, co-curricular and school offices will be terminated. Parking decals may be forfeited for the remainder of the school year. Seniors are reminded that social probation includes Senior Night Out and the Junior Prom. The principal has sole discretion in regard to attendance at Senior Awards and Graduation due to the academic nature of these events.

Additional Action:

Referral to principal for suspension beyond ten (10) days, or expulsion. See Sections on "Suspension," "Expulsion," and "Felony Complaint/Conviction" as well as the School Committee Policy J for rules pertaining to long term suspension/expulsion by the principal for possession of a weapon, controlled substance or assault of educational personnel on school property or at school-related events or when a student is charged with/convicted of a felony.

GROUP A – Drugs and Alcohol

1. Use or being under the effect following use of an alcoholic beverage.
2. Possessing, or conspiring to obtain, an alcoholic beverage. The operator of the car is considered to be in possession if alcohol is found in the vehicle whether or not the driver is in the vehicle. Passengers are considered to be in possession if alcohol is found in the passenger area of the vehicle or if it is established that the passenger knew that alcohol was being transported in any area of the vehicle other than the passenger area. This applies to any vehicle on school grounds or at a school-sponsored activity.
3. Use or being under the effect following use of a controlled substance.
4. Possessing or conspiring to obtain a controlled substance.

Consequence:

Five (5) day suspension from all classes and school activities, restitution for any damage, involvement of the police and/or fire department as appropriate, social probation for the equivalent of nine (9) weeks. (Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity.) In most cases, a first time offense will result in a five (5) day suspension with social probation for nine (9) weeks.

Counseling will be strongly recommended. (As with all medical treatment, the school is not responsible for the costs associated with these treatments.) Leadership roles in athletics, co-curricular and school offices will be terminated. Parking decals may be forfeited for the remainder of the school year. A second offense will result in a minimum 10 day suspension with social probation for twelve (12) weeks. Seniors are reminded that social probation includes Senior Night Out and the Junior Prom. The principal has sole discretion in regard to attendance at Senior Awards and Graduation due to the academic nature of these events.

Additional Action:

Referral to principal for suspension beyond ten (10) days, or expulsion. See Sections on "Suspension," "Expulsion," and "Felony Complaint/Conviction," as well as the School Committee Policy J for rules pertaining to long term suspension/expulsion by the principal for possession of a weapon, controlled substance or assault of educational personnel on school property or at school-related events or when a student is charged with/convicted of a felony.

5. Selling, conspiring to sell, giving or distributing an alcoholic beverage.

Consequence:

Ten (10) day suspension from all classes and school activities, restitution for any damage, involvement of the police and/or fire department as appropriate, social probation for the equivalent of twelve (12) weeks. (Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity.) During the 10-day suspension, a hearing will be held with the Principal to determine further action.

Leadership roles in athletics, co-curricular and school offices will be terminated. Parking decals may be forfeited for the remainder of the school year. Seniors are reminded that social probation includes Senior Night Out and the Junior Prom. The principal has sole discretion in regard to attendance at Senior Awards and Graduation due to the academic nature of these events.

Additional Action:

Referral to principal for suspension beyond ten (10) days, or expulsion. See Sections on "Suspension," "Expulsion," and "Felony Complaint/Conviction" as well as the School Committee Policy J for rules pertaining to long term suspension/expulsion by the principal for possession of a weapon, controlled substance or assault of educational personnel on school property or at school-related events or when a student is charged with/convicted of a felony.

6. Selling, conspiring to sell, giving or distributing a controlled substance.

Consequence:

Ten (10) day suspension from all classes and school activities, restitution for any damage, involvement of the police and/or fire department as appropriate, social probation for the equivalent of twelve (12) weeks. (Social probation means that a student may not attend or participate in any voluntary school-sponsored function or activity.) During the 10-day suspension, a hearing will be held with the principal to determine further action.

Leadership roles in athletics, co-curricular and school offices will be terminated. Parking decals may be forfeited for the remainder of the school year. Seniors are reminded that social probation includes Senior Night Out and the Junior Prom. The principal has sole discretion in regard to attendance at Senior Awards and Graduation due to the academic nature of these events.

Additional Action:

Referral to principal for suspension beyond ten (10) days, or expulsion. See Sections on "Suspension," "Expulsion," and "Felony Complaint/Conviction," as well as the School Committee policy J for rules pertaining to long term suspension/expulsion by the principal for possession of a weapon, controlled substance or assault of educational personnel on school property or at school-related events or when a student is charged with/convicted of a felony.

If a student is suspected of violating a Code A offense, the most serious and potentially dangerous of offenses, immediate action is taken by the school administration to ensure the safety of all students and staff at Duxbury Public Schools.

GROUP B

1. Fighting: "Self-defense" may be used as a defense in a hearing procedure. However, it is the responsibility of the person claiming self-defense to prove that they had no route of escape.
2. Actions and/or comments that may threaten or incite others to disrupt the good order of the school and/or endanger a person(s) or property.
3. Leaving school without permission: Once students are present in school or on school grounds, they may not leave without permission. This issue presents a serious safety issue to the school. If students need to leave school for any length of time due to an emergency, they must first ask the permission of an administrator. A student leaving school in a car may lose their driving/parking privileges for twenty school days. A second violation may result in losing driving/parking privileges for the remainder of the school year.
4. Theft of school or personal property or receiving such stolen items (including possession of answer key, teacher manual, test not yet taken, etc.).

Consequence:

Minimum – three (3) days of suspension from all classes and school activities. In-school suspension or work details may be substituted for suspension and/or assigned in conjunction with the suspension days, restitution for any damage, reporting to the police and/or fire departments as appropriate.

Additional Action:

Consequences noted under Group A above.

GROUP C

1. Behavior that disrupts the educational process (e.g., inappropriate classroom behavior, inappropriate physical contact, making excessive noise and misuse of school equipment, etc.).
2. Non-compliance with any reasonable request from any member of the school staff and/or deliberately giving false or misleading information. When doubt exists as to the reasonableness of a request from a staff member, students are encouraged to consult with a department head or school administrator after compliance with the request.
3. Knowingly forging or willfully using a school-related forged document, tampering with a school record or misrepresentation of parent/guardian communication.

4. Use of profane or obscene language or gestures, which substantially disrupts the good order of the school or offends those to whom such offenses are directed, will not be tolerated. Likewise, use of slurs based upon religious, ethnic, racial, gender or sexual orientation will not be tolerated.
5. Failure to attend an assigned class will also receive a zero for class work due to cutting a class.
6. Embarrassment or harassment of any student, staff member or other member of the school community.
7. Truancy.
8. Being in an unauthorized area (e.g., any area in the school which is unsupervised or in which the student does not have permission from a staff member to be at that time).
9. Smoking on school buses, school property before or after school, anytime during the school day, or at co-curricular or athletic activities. Smoking includes the use of tobacco or herbal products in any form (e.g. smokeless tobacco). Tobacco and nicotine products and smoking paraphernalia are not allowed on school grounds and will be confiscated.
10. Possession of drug paraphernalia (e.g. pipes, rolling papers, grinders, vaporizers, etc.).
11. Violation of the Empowered User Policy and/or Student Parent Laptop Agreement.

Consequence:

Minimum – suspension from all classes and school activities not to exceed three (3) days and/or work detail (work details and/or in-school suspension may be substituted for suspensions and/or given in conjunction with suspensions).

Additional Action:

Consequences noted under Group B above.

GROUP D

1. Excessive Tardiness: More than five (5) tardies per semester.
Students who arrive before 8:30am will report directly to class. Students who are tardy after 8:30am will report to the main office to sign in and receive a pass to class (DMS and DHS).
2. Failure to sign into school after 8:30am (DMS and DHS).
3. Failure to attend teacher detention or general detention.
4. Students who drive to school will lose their driving/parking privilege for twenty (20) school days upon the accumulation of 10 tardies. Students who are tardy ten (10) times prior to being issued a decal will not be able to receive a parking decal within the given year.
5. Failure to operate a motorized vehicle in a safe manner on school property.
6. Failure to follow the student driving/parking regulations.
7. Being in, on, or around an automobile during school hours without an authorization from the principal or assistant principal.

Consequence:

Tardiness (DHS ONLY): all students who exceed 5 unexcused tardies in a semester will be subject to progressive discipline for each successive tardy.

- On the sixth (6th) tardy students will be assigned a General Detention (2:50pm-3:40pm).
- On the seventh, eighth, and ninth (7th, 8th, & 9th) tardy, students will be assigned two General Detentions each.
- On the tenth (10th) tardy, students will be assigned a Work Detail. Parking privileges will also be revoked where applicable after the tenth (10th) tardy (see parking privileges procedure).
- Subsequent tardies will result in more severe consequences and administrative review.
- One or more of the following: conference with an administrator, detention, work detail and/or suspension at the discretion of the administrator; revocation of driving privileges.

Additional Action:

Revocation of driving privilege for a longer period of time (up to remainder of year), action noted under Group C above.

Suspensions

The Duxbury Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq. For students not charged with a violation of Section 37H or with a felony under section 37H ½, the administrator shall consider alternatives to suspension and support disciplinary decisions with written documentation before suspension. The administrator will consider ways to re-engage the student in the learning process, and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented.

In-School Suspension Procedures

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or their designee.

The principal or designee shall notify the superintendent of an exclusion imposed on a student enrolled in kindergarten through grade 3 prior to such exclusion taking effect, describing the alleged misconduct and reason for exclusion.

Notice of In-School Suspension

The principal or their designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or their designee determines that the student committed the disciplinary offense, the principal or their designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or their designee shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or their designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent/guardian including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent/Guardian Meeting

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

No Right to Appeal

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

Out-of-School Suspension Procedures**Due Process Procedures for Out-of-School Suspensions**

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or their designee shall afford the student additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension

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

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

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

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and parent/guardian.

Emergency Removal of Student

Under certain emergency circumstances, it may not be practical for the principal or their designee to provide prior oral and written notice before removing a student from school. The principal or their designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's (or their designees) judgment, there is no alternative available to alleviate the danger or disruption. The principal or their designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- A. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b)
- B. Provide written notice to the student and parent/guardian, including the information described in 603 CMR 53.06(2)
- C. Provide the student an opportunity for a hearing with the principal or their designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent/guardian.
- D. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Short-Term Suspension Procedures

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

Principal Hearing: Short-Term Suspension

- A. The purpose of the hearing with the principal or their designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or their designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or their designee shall provide the parent/guardian, if present, an

opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- B. Based on the available information, including mitigating circumstances, the principal or their designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- C. The principal or their designee shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- D. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension before the short-term suspension takes effect.

No Right to Appeal

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

Long-Term Suspension Procedures

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or their designee may, in their discretion, allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or their designee with the following process:

Principal Hearing: Long-Term Suspension

- A. The purpose of the hearing with the principal or their designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or their designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- B. In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
 - 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not
 - 2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense

3. the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so
 4. the right to cross-examine witnesses presented by the school district
 5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.
- C. Based on the evidence, the principal or their designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or their designee shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and the parent/guardian. If the principal or their designee decides to suspend the student, the written determination shall:
1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing
 2. Set out the key facts and conclusions reached by the principal
 3. Identify the length and effective date of the suspension, as well as a date of return to school
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (see School-Wide Educational Services Plan, p. 68)
 5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - i. the process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- D. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Appeal Hearing

- A. A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
- B. The student or parent/guardian shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

- C. The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- D. The superintendent shall make a good faith effort to include the parent/guardian in the hearing. The superintendent shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.
- E. The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and, if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.
- F. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- G. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- H. The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent/guardian conference (re-entry meeting) with the principal or their designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Exclusion/Expulsion

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion include but are not limited to the following:

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

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

- E. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
- F. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal.
- G. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Additional Procedural Protections for Special Education/Section 504 Accommodation Plan Students

Generally, special education students may be excluded from their programs for up to ten school days per school year just as any other student. The Principal will inform the Director of Special Education/Guidance Director of the suspendable offense of a student with either an IEP or a Section 504 Accommodation Plan.

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

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

Felony Complaint or Conviction

Pursuant to Massachusetts General Laws Chapter 37 H ½, the following procedures shall be implemented for students charged with or convicted of a felony:

- A. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior

to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

- B. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of their request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- C. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- D. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.
- E. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal.
- F. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress under Sections 37H, 37H1/2 AND 37H3/4

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

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress

toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

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

School-Wide Educational Services Plan

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

Duxbury High School and Middle School's school-wide education service plan is outlined below:

Services available to students serving a long-term suspension:

- Coordination of workflow between student and teacher
- Access to online coursework aligned with current course enrollment
- Tutoring

Services available to students serving an expulsion:

- Tutoring
- Access to online coursework
- Additional services may be available on an individual basis

Alden Elementary and Chandler Elementary School's school-wide education service plan is outlined below:

Services available to students serving a long-term suspension:

- Coordination of workflow between student and teacher
- Tutoring

Services available to students serving an expulsion:

- Tutoring
- Additional services may be available on an individual basis

Eligibility to Participate in School Activities and Events

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Duxbury Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Duxbury Public Schools is limited to students who are currently

enrolled in and attending Duxbury Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or their designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents/guardians will be notified when a student is removed or excluded from extracurricular activities.