

William L. Foster School

Family Handbook

2017-2018



55 Downer Avenue

Hingham, MA

781-741-1520

Fax 781-741-1522

www.hinghamschools.com



follow @feshingham

Translations

If you need this booklet translated, please contact the main office of your child's school.

Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.

Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

如果您需要翻译的这本小册子，请与您的儿童's学校大会办公处联系。

At
Foster

We enjoy learning.

We will keep learning for the rest of our lives.

We are responsible and respectful.

We feel good about ourselves.

We are creative thinkers and problem solvers.

This school year our students will be taught a rigorous curriculum by our highly qualified faculty members. The core values of our school are woven into the curriculum throughout each child's school day because they represent what parents and faculty feel is the essence of learning at Foster School. At Foster School our students will:

- Enjoy the process of learning, constantly striving to meet their potential and become lifelong learners.
- Be responsible and will demonstrate respect for self, others, and property.
- Practice critical thinking skills to solve problems.
- Have a strong sense of community both in and outside of school.

The School Council developed our School Improvement Plan. Our theme for 2017-2018 is Stretching and Growing – Our Mindset Matters. Copies of our Plan are available in the office. Our goals from our Plan include the following:

1. Increase student achievement in literacy: Refine instructional strategies, assessments, and materials as the Hingham Public Schools transition to the second year of the K-5 *Journeys* reading program.
2. Increase student achievement in mathematics: Continue to refine instructional strategies, assessments, and materials as the Hingham Public Schools transition to the third year of the K-5 *Everyday Math* (EDM) program.
3. Foster - a community of learners: Continue to develop responsible learners, who participate in instruction, attend to instruction, pursue interests and meet potential.
4. Foster - a community focused on service: Continue developing an understanding and appreciation of giving to and supporting others through service-learning.
5. Foster - a community committed to global awareness: Continue to develop an understanding and appreciation for a more environmentally aware community, nation, and world for living and learning.

Family -Foster Partnership Compact 2017-2018

It is important that families and schools work together to help students achieve high academic standards. Through a process that involved teachers, administrators, and parents, the following are roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

STAFF PLEDGE

I agree to carry out the following responsibilities to the best of my ability:

- To provide a safe, caring, positive environment for learning.
- To treat all children and their parents or guardians with respect and dignity.
- To communicate with parents or guardians regarding their child's academic and emotional progress.
- To motivate students to learn through creative and challenging lessons.
- To have high, reasonable expectations of student's achievement and behavior in school.
- To participate in professional development activities.
- To teach to the individual needs of each child.

STUDENT PLEDGE

I agree to carry out the following responsibilities to the best of my ability:

- To come to school rested, fed, and ready to learn.
- To treat staff and classmates with respect and dignity.
- To be responsible for my own behavior.
- To bring what I need to do my work.
- To be responsible for asking teachers when I need help.
- To be responsible for talking to my parents about my day.
- To be responsible for bringing things to and from school (hw, library books, folders, etc.).
- To limit my television and computer use.
- To read at home every day.

FAMILY/PARENT PLEDGE

I agree to carry out the following responsibilities to the best of my ability:

- To treat staff with respect and dignity.
- To provide quiet time and space for homework and reading.
- To monitor television and computer use.
- To make sure my child attends school every day and arrives on time, rested, and well nourished.
- To provide healthy snacks and lunches.
- To demonstrate the importance of reading and learning to my child.
- To read with my child daily and encourage my child to read for pleasure.
- To communicate with my child's teachers and attend parent-teacher conferences.
- To volunteer, when possible, with my child's classroom activities, field trips, and school programs.

Table of Contents

I. Information	7
Attendance	7
Automated Emergency Phone System	8
Bicycles	8
Bus Transportation	8
Dismissal	12
Dress Code	12
Electronic Equipment	12
Evacuation	13
Field Trips and CORIs	14
Health	14
Homework	16
Insurance	19
Lost and Found	19
Lunch	19
Pupil Behavior	20
Discipline of Students with Disabilities	20
Memorandum of Understanding	20
Fostering Good Citizens	22
School Cancellation	23
School Council	24
School Schedule	24
Traffic Loop	25
Visitors	26
Volunteer Expectations	26
Walkers	26
II. Family Communication	27
Curriculum	27
Family Concerns	27
Parent -Teacher Conferences	27
Greetings from the Foster PTO!	28
Student Assessment	29
Student Placement	29
III. School Offerings	30
Curriculum Specialists	30
Gifted and Talented	30
Instructional Support Intervention Team (ISIT)	31
Library Media Center (LMC)	31
School Services	31
Special Education	31
IV. Other	32
Civil Rights	32
Bullying & Harassment	34
Health Screening	34
Home & Hospital Instruction	35
Homeless Students	35

Computer and Internet Acceptable Uses Policy for Students	35
Nondiscrimination Policy	39
Physical Restraint Policy	39
Service Animals in the School	39
Student Concerns and Appeals Procedure	39
Student Records and Confidentiality	39
Students with Limited English Proficiency	40
Teacher Qualifications	40
Video Surveillance.....	41
Wellness Policy.....	42

I. Information

Attendance

Assuring good attendance and punctuality is the responsibility of parents/guardians. Frequent or extended absences are detrimental to the learning process for the individual child. Punctuality is an important life long habit. It is particularly important at the elementary school level where start-of-school activities set the agenda and tone for the entire day.

Parents are asked to plan vacations only during school breaks. Experience has shown us that the academic progress of most children who take a vacation during school time is seriously hindered. Therefore, we do not approve of this practice. Missed assignments must be completed within a reasonable time and will be given after the absence.

Absence: Parents are asked to call the school by 8:00 a.m. to leave a message if their child is going to be absent. Notes are required for all absences. A physician's note may be requested for absences of more than five school days. When there is a concern about attendance or tardiness, the classroom teacher and/or school nurse will make a home contact to discuss the concern. Students absent for five or more days in the marking period, without medical documentation, will receive an attendance letter from the principal.

A parent conference with the principal will result if the attendance issue continues. The principal will review the specifics of Massachusetts General Law, Chapter 76, Section 4 and/or Massachusetts General Law Chapter 76, Section 2. Both of these statutes describe parental responsibility for ensuring school attendance and the consequences of failure to do so. Other possible school responses to a continued pattern of poor attendance will also be discussed, and the parent(s) and principal will develop a plan. A member of the Juvenile Court is available to meet with families and provide strategies to help improve attendance as well. A record of the meeting will be placed in the child's file.

Tardiness: Since the very beginning of the day involves organizational activities for the day, it is vital your child arrives at school on time. Tardiness means your child has missed valuable instruction and the itinerary for the day, and should be avoided. Additionally, getting to school on time develops punctuality. A child is tardy if he/she has not arrived at school by 8:20 a.m. Notes must be provided for tardiness unless the parent accompanies the child to sign in at the office. As with absence, classroom teachers will make the first contact (after five tardies in a marking term). A conference will be held if there are additional tardies.

Makeup Work: Parents can request makeup work after the first day of a multiple day absence due to illness. The nature of makeup work for a long-term absence will be determined by the teacher. Teachers are not expected to provide specific assignments in advance of a vacation or long-term absence. In the case of long-term absences of a medical nature, home tutoring may be available. Parents should contact the school psychologist for information. The classroom teacher will establish the period allowed for the completion of makeup work after an extended absence.

Automated Emergency Phone System

The School Department service is used to alert parents to public safety issues including emergency school closings. This system is **not** used for routine school announcements nor is it used for regular early-morning, weather-related school closings. The home phone number, the parent cell phone number, and the parent work phone number listed under the first parent contact on our student information file are the numbers used in the system. When activated, this automated system will call all three numbers, but it is not able to dial telephone extensions.

Bicycles

Parents are in the best position to determine the ability of their child to ride a bicycle to school. A helmet is required, and a bicycle lock is suggested. It is a town ordinance that bicycles be registered with the police.

Rollerblading, skateboarding, and riding scooters are not allowed on school property.

Bus Transportation

HINGHAM PUBLIC SCHOOLS TRANSPORTATION POLICIES

7.6 TRANSPORTATION. The school transportation program will be operated in a manner that is safe, efficient and economical and will adhere to all regulations of the Massachusetts Department of Elementary and Secondary Education and the Registry of Motor Vehicles that relate to student transportation.

11/3/75 // 6/12/95 //

8/22/05 // 9/21/15

7.6.1 MEANS OF TRANSPORTATION. Transportation of students shall be by vehicles owned or leased by the town and operated by an employee of the town or by a properly licensed driver with whom the School Department has contracted to provide transportation services. The Superintendent may permit a staff member to furnish transportation in privately owned vehicles if circumstances dictate. Individual staff members who provide such transportation on a voluntary basis are to be notified that while the town's insurance policy may include a provision for non-owned vehicles, the primary insurance on the vehicle is the responsibility of the vehicle's owner.

11/3/75 // 6/12/95 //

8/22/05 // 9/21/15

7.6.2 EXTENT OF SERVICES. State Law (M.G.L. Chapter 71, Section 68) requires School Committees to provide transportation to any students in grades kindergarten through 6 who reside two or more miles from school. Beyond these statutory requirements, transportation will be organized so that (a) no student shall be required to cross or walk along a heavily traveled highway, as designated by the Police Department Safety Office and the Transportation Coordinator, prior to the arrival of the school bus except at the location of a police crossing officer; (b) no student shall be required to walk along the side of a heavily traveled highway where no sidewalks are available; (c) no student shall be required to walk more than one mile to attend grades K-5; (d) no student shall be required to walk more than one and one-half miles to attend grades 6-8; (e) no student shall be required to walk more than two miles to attend grades 9-12; and (f) no student shall be required to walk more than one mile to a bus stop.

7.6.2.1 **VISIBLE PARENT:** A parent or other designated person of all Kindergarten students must be visible at the bus stop for drop off. If the parent or other designated person is not present the student will be returned to school.

7.6.2.2 When the streets are closed down, parents will be notified to pick up their children at the closest accessible bus stop location for their route.

7.6.2.3 **MUSICAL INSTRUMENTS AND OTHER EQUIPMENT.** Musical instruments and other equipment that can be safely secured on a lap and do not block the aisle or adjacent seat are allowed. All other equipment may pose a safety threat and are therefore not allowed.

7.6.2.4 **WINTER RULES:**

- a. If snow is excessive and sidewalks are not cleared, bus drivers will, as safety reasonably allows, pick up any students walking or waiting along the route. . This applies to all grades along the existing bus routes.
- b. Bus stops may be altered to allow for safe pick-up of students. More frequent stops and alteration of routes may be necessary.

7.6.2.5 Private school transportation is handled in accordance with M.G.L .Chapter 76, Section 1. Hingham Public Schools provides transportation for approved private schools similar to service provided for public school students.

Students eligible for school transportation will be required to ride to and from school on the bus to which they are assigned except as follows:

Daycare: A parent or guardian of a student who attends a daycare program on a regular basis and whose daycare location is within the student's home district and is at a distance from the school that meets the distance requirements noted above may request in writing that the student ride on other than the assigned bus. Permission will be granted on a seat availability basis.

Family Emergencies: In the event of a family emergency or when a student is staying with another family for an extended period of time while the student's parent or guardian is away, the parent or guardian may request that the student be allowed to ride on other than the assigned bus. The temporary bus stop must be on an established route within the student's home district. Permission will be granted on a seat availability basis.

Group Project: A parent or guardian of a secondary school student assigned to do a group project by a teacher may request in writing that the student be allowed to ride home on another bus. This request must be approved by the teacher and building administrator.

MGL C71 §68

MGL C76 §1

11/3/75 // 6/12/95 //

8/22/05 // 9/21/15

7.6.3 BUS CONDUCT. Parents of students are responsible for this supervision until the student boards the bus in the morning and after the student leaves the bus at the end of the school day.

When a student boards the school bus, he or she becomes the responsibility of the school system. Because the bus is an extension of the classroom, the Committee shall require students to conduct themselves in the same manner established for classroom behavior and pursuant to school bus safety rules. The bus driver is required to report violations of school bus rules and regulations.

In cases when a student does not conduct himself properly on the bus, such instances will be reported by the bus driver to the building principal and to the Transportation Coordinator. Upon receipt of an initial report of an infraction of a school bus safety rule, the building administrator will meet with the student and

may choose to notify the student's parents. A second report of a bus rule infraction or an initial report of a more serious nature will result in written parental notification. A third report of an infraction of a school bus safety rule will result in the loss of bus riding privileges for a definite period not to exceed ten days. A fourth report of an infraction of a school bus safety rule or a second misconduct that seriously threatens the safety of the school bus will result in the loss of bus riding privileges for the remainder of the school year.

Any misconduct which threatens the safe operation of the motor vehicle will result in the immediate suspension of busing privilege for a minimum of two weeks. A subsequent offense will result in the suspension of busing privileges for the remainder of the school year.

All substances prohibited on school grounds are likewise prohibited on school buses and students who violate this policy shall be subject to the same punishment as that administered for said violations in a school building.

11/3/75 // 6/12/95 // 7/29/02 //

8/22/05 // 9/21/05

7.6.4 TRANSPORTATION TO EXTRACURRICULAR ACTIVITIES. Unless an exception is recommended by the Principal or Athletic Director, round-trip transportation shall be provided to public school students from school to approved out-of-district extracurricular activities in which they participate. Where possible, it shall be permissible to return students to approved points along the route necessary for the bus to return to the garaging area.

11/3/75 // 6/12/95 // 8/22/05 //

8/23/10 // 9/21/15

7.6.5 BUS SCHEDULES. Prior to the opening of school, bus routes and schedules will be developed and made public.

11/3/75 // 6/12/95 //

8/22/05 // 9/21/15

7.6.6 USE OF SECURITY CAMERAS ON SCHOOL BUSES. School buses may be equipped with video cameras to encourage proper bus behavior. If information from a video is used in a student disciplinary decision, the student and/or the student's parent will be allowed to view the video. Videos will be reused (taped over) on a weekly basis unless there is an unresolved disciplinary matter. (See Procedure 7.6.6A)

8/22/05 // 9/21/15

Hingham Public Schools Bus Safety Rules

(All school rules apply when students are riding on school buses.)

1. Arrive at the assigned bus stop in advance of the posted time for the bus arrival. Parents are responsible for the supervision of students until the students board the bus in the morning and after students leave the bus at the end of the day.
2. While waiting for the bus, keep as far off the road as possible until the bus has arrived, stopped and opened its door. Do not run or fool around at the bus stop.
3. Keep clear of the area around the bus where the driver might not be able to see you. If you drop something under the bus, do not try to get it—report your problem to the bus driver.
4. If you have to cross a street to get to your bus, wait for the bus driver to signal to you then look both ways before crossing...some cars do not stop when the bus lights are flashing.
5. Get onto the bus in a single file. Do not push.
6. Take a seat and remain seated until the bus arrives at school. Make room for others to be seated.
7. No standing is allowed when the bus is moving.
8. Do not throw anything in the bus or out of the bus window or hang any part of your body out the bus window.
9. Pay attention to the instructions of the bus driver. Make sure that your behavior does not distract the driver from the important job of driving the bus.
10. Keep the aisles clear. Large items and large musical instruments such as drums and cellos that will not fit on your lap are not permitted on the bus.
11. Do not use inappropriate or loud talk or make other noises that might distract the driver.
12. Be courteous to the driver, fellow students, and passersby. Keep your hands, feet and objects to yourself.
13. No eating or drinking is allowed on the bus. Do not litter.
14. Treat bus equipment well. Damage to bus equipment will be paid for by the offender.
15. If you must cross the road when getting off the bus, wait for the bus driver to signal to you, then pass in front of the bus at a distance where you can see the driver and the driver can see you. Remember to look both ways before crossing. (If you do not usually cross in front of the bus at the end of the day, but need to do so, let the driver know before you get off the bus.)
16. At the end of the day, go directly home.

The school principal's office may suspend bus riding privileges if there are violations of these rules or if students engage in any other action which jeopardizes the health and safety of others. Depending on the severity of the incident, the following is the general disciplinary procedure:

1. Initial report of an infraction of a school bus safety rule: Student conference with the assistant principal or principal. Administrator may choose to notify parent.
2. Second report of an infraction of a school bus safety rule or initial report of a more serious nature: Student conference with the assistant principal or principal (and bus driver as needed). Written notification to parent.

3. Third report of an infraction of a school bus safety rule or any misconduct that seriously threatens the safety of the school bus: Loss of bus riding privileges for a period not to exceed ten days. Written notification to parents.
4. Fourth report of an infraction of a school bus safety rule or a second misconduct that seriously threatens the safety of the school bus: Loss of bus riding privileges for the remainder of the school year.

Dismissal

All early dismissals must occur through the main office. Any child leaving the school premises during the school day must be dismissed by a written note indicating the time and reason to his/her teacher. The parent/guardian must report directly to the office to sign the student out of school while waiting for the child's arrival at the office.

Please try to avoid calling in a dismissal, specifically, after 12:00 p.m. Supplying the school with a note will make the early dismissal a smoother and safer process.

A note is also required for dismissal of a child to anyone other than a parent or a guardian. Notes should be specific to the time and identification of the adult picking up the student. Identification of unknown persons will be checked in the office.

Dress Code

Appropriate dress, appearance, and behavior are vital to each member of the school community. Developing good taste in attire, grooming habits, and behavior is a part of the educational program. Wearing inappropriate dress to school can have a negative influence on the educational process and the educational climate of the school.

Each student should dress in a manner which is appropriate for school and its related activities. Hats are not permitted to be worn in the building, except on special school spirit days. Children must have sneakers for physical education classes, plus appropriate clothing for physical activities. Flip-flops are discouraged from being worn to school.

Children should be properly equipped for both warm and cold weather conditions. Layered clothing usually works well. Since the youngsters need a fresh air break every day, they should be dressed accordingly. We do go out in the snow, so hats, gloves, and boots are required.

Electronic Equipment

The use of electronic equipment, such as cell phones, radios, iPods, etc., in school is not permitted as it can interrupt instruction or interaction with peers. Nooks, Kindles and iPads are allowed for reading at certain grade levels.

Evacuation

The Hingham Public Schools has a plan which describes the general guidelines and procedures for emergency evacuation. Fire exit protocols in each building describe exit routes from the building and the details of teacher and staff responsibility for supervision and student accountability. Each incident or event prompting a school evacuation will be treated as a unique circumstance but the guidelines below indicate the likely course of action.

General Guidelines

There are times when relocating to another part of a building, or temporarily outside, may be the best option. Factors such as the nature of an incident, time of year, and time of day can influence the details of an evacuation plan for a particular building. Early dismissal is an option for the high school, but it is a last resort for elementary and middle schools due to parents not being at home to receive students.

Evacuation Guidelines

Single-building evacuation (such as for fire or problems with heat, power, or plumbing)—This decision would be made by the principal in consultation with Central Office.

Elementary students would be relocated by bus to another school building for the remainder of the school day. Dismissal would be at the normal time and by regular bus routes, with walkers bused back to their school. Notice would be given on cable and website, and a note or email explaining the situation would accompany students home at the end of the day.

System-wide evacuation (such as for storms or another local incident)—This decision would be made at Central Office. High school students would be released early with area buses available. Middle school students would be dismissed after the high school, and using regular bus routes, as soon as a sufficient number of drivers have been recalled. Elementary students would remain at school until as close to dismissal time as is safely possible. Public (cable and website) announcements would be supplemented by phone calls or email.

System-wide evacuation (for an eventuality that is regional, such as a terrorist threat, power plant incident, etc.)—This decision would likely be made by someone other than school personnel. At this time, our only alternatives would be to hold students in place until regular dismissal time (or later if needed), or to dismiss all students early using the normal dismissal routines (total anticipated time after notification is 1 hr. 45 min. to 2 hrs., plus time needed to locate drivers if the incident were in the middle of the day). Public announcements would be made and notification of working elementary parents would be attempted.

There are concerns, however, about whether or not parents could get home to receive students. We need to stress to parents the importance of having their own neighborhood contingency plans, with backup plans for child care/supervision. It is important that parents discuss and review such plans with children.

We do not have the bus capacity to relocate all students simultaneously, and we have not had identified for us alternate sites for any mass evacuation out of town. We are not included in the district for the Plymouth Power Plant evacuation plan.

Field Trips and CORIs

The Hingham School Committee encourages the use of educational field trips under such rules and regulations as the Superintendent of Schools may establish and revise from time to time, and subject to budgetary limitations. A student's participation in scheduled educational field trips shall not be restricted on the basis of disability or other health-related concern.

Student travel sponsored by a school and planned to occur between the hours of midnight and 6:00 a.m. or that will include an overnight stay away from a student's home, must be approved in advance by the Superintendent subsequent to School Committee discussion of the proposed trip and subject to the guidelines specified under Procedure 5.17A. The School Committee reserves the right to cancel all approved field trips due to safety or security concerns at any time prior to the departure for the scheduled field trip.

On November 27, 2002, the Massachusetts Legislature passed Chapter 385 of the Acts of 2002, which became effective on February 25, 2003. This law requires schools to obtain criminal offender record information (CORI) on all current and prospective employees and volunteers who may have unmonitored contact with children as well as independent contractors who regularly provide school transportation.

Health

School Entrance Requirement: In order to enter preschool and kindergarten, children must present documentation of the following immunizations: diphtheria, tetanus and pertussis vaccine (DPT), measles, mumps and rubella vaccine (MMR), polio vaccine, hepatitis B vaccine (3 doses), Hib vaccine and varicella vaccine or documentation of chicken pox. A current physical exam must be submitted. State and/or local laws prevent us from making any exceptions to this policy. Students will not be allowed to start school until all information has been received by the school nurse.

Fourth Grade Physical: All students entering grade 4 are required to submit to the school nurse a current physical exam form filled out and signed by a family physician prior to the start of the school year.

Medication: According to Massachusetts General Law (M.G.L.), Chapter 112, Section 80B, a licensed nurse must have a medication order from a physician, dentist, nurse practitioner, or physician's assistant in order to administer any medication, whether it is a prescription drug or an over the counter medication. Therefore, we are requiring a written physician's order to be able to dispense any medication to your child. This would include Tylenol or cough and cold medicine, as well as prescription drugs and inhalers. Our school district also requires a signed consent by the parents. The school nurse must have these two forms before any medication can be dispensed.

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by a parent or a responsible adult whom the parent designates. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school.

When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible.

Communicable Diseases: If your child has a communicable disease, e.g. chicken pox, please notify the school nurse. Students may return to school as follows:

- Chicken Pox – 7 days from appearance of first eruption, lesions crusted and fever-free (without medication) for at least 24 hours.
- Strep Throat – 24 hours after the first dose of medication.
- Impetigo – 24 hours after medical treatment has begun, lesions should be covered in school.
- Head Lice – (Pediculosis)—is highly contagious with outbreaks occurring throughout the school year and focusing in our primary grades. Students with head lice will be excluded from school for treatment. They may return to school following treatment to be checked by the school nurse. Students must be treated with an appropriate preparation: please consult your physician or pharmacist.

Please make a note of the following health restrictions regarding school attendance. Please keep your child home if he/she has had:

- fever, diarrhea, or vomiting within the past 24 hours.
- a dismissal from school due to fever. Your child may not return to school the next day.
- treatment for a contagious disease (strep throat, conjunctivitis, bronchitis). Your child must remain at home until antibiotics have been active 24-48 hours.
- a persistent cough, runny nose, or sore throat, to avoid infecting other students.

Please note: children must be fever-free (without medication) for 24 hours before returning to school.

Please inform the school nurse of potential problems or changes in health status such as:

- update of immunizations
- illness or injury requiring prolonged absence
- treatments requested by physician
- surgery
- change in activity status
- hospitalization

A physician's note is required for the use of crutches, splints, slings, braces or other appliances at school. Please have the physician outline restricted activity and estimated time of restriction.

Health Curriculum: Health education on the topics of Human Growth and Development and the Immune System are presented to students in grades 4 and 5. Parents are invited to preview the videos at

school before the programs are presented to the students. Detailed information with the date and time of presentation will be sent home to the parents. Videos are also available for use at home.

Under Massachusetts Law and school committee policy, you may exempt your child from any portion of the health curriculum. To receive an exemption, simply send the principal a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized.

Health Services: During the school year, student height and weight are measured by the physical education staff and recorded on the school health record form. Vision and hearing screening is conducted by the health staff. Postural screening by the physical education staff and health staff will be scheduled for all students in grades 5-9. Parents will receive a letter from the school nurse if any abnormal findings or concerns are noted during the screening process, and an individual Health Plan will be developed, if needed. According to the Massachusetts State Law, schools must now collect height and weight measurements on students in grades 1, 4, 7, and 10. These measurements will then be used to calculate each child's Body Mass Index (BMI).

Any child shall be exempt from any of the above health services and requirements upon written request from a parent/guardian.

Emergency Information:

Emergency information cards are required. This records the phone number of parents, emergency contacts, and physicians to be notified in case of illness or emergency. It is extremely important that this information be kept up-to-date and accurate. Please notify the school office in writing of any changes. Please include cell phone numbers, if available. The emergency contact person should be someone who is available to pick your child up at school in the event that we are unable to contact you.

Emergency Transportation:

Any emergency transportation will be to South Shore Hospital. The only exception would be if a doctor has provided written instruction to transport an individual to another medical facility or a doctor at the scene directs that the individual be transported to another medical facility.

Homework

Homework at the elementary level is an expected part of the educational program. Homework assignments will vary in frequency and intensity as appropriate to the age and grade level of the students involved. All homework assignments will be made in accordance with the following guidelines.

General

- Guidelines reflect the time that typically might be expected to complete the assignment and may vary according to individual differences.
- Homework assignments may include such activities as creative work and primary research initiatives that require more time than is usually available in class or that involve parent participation or support.

- In certain cases, homework assignments may be given to individual children to meet the need for extra study or practice in a subject where a child is having difficulty or to provide a child with enrichment activities.
- Daily at home reading (to, with, or by a child) is an important aspect of a child's education and enhances the building of a strong foundation for lifelong learning and the enjoyment of reading.

Purposes of Homework

- To reinforce school learning by providing practice and application.
- To extend and reinforce study skills and techniques taught in school.
- To offer opportunities which enrich the school experience through related homework activities.
- To stimulate initiative, independence, responsibility, self-direction, and a habit of lifelong learning.
- To strengthen the home-school link by involving parents in discussions or explorations that are related to topics being taught in the classroom.
- To help children make up work lost due to absence (after appropriate instruction has been given in school).

Role of the Teacher

- Teachers should design assignments to accomplish specific purposes that are closely related to learning activities occurring in the classroom.
- Teachers should articulate assignments carefully and give clear directions for completing the homework task(s).
- Teachers will assist students in learning and practicing independent study skills, especially in the case of long-term assignments.
- Teachers will review completed homework assignments so that children can learn from their mistakes and so that concepts/skills learned can be utilized effectively in the instructional program.
- Teachers should plan assignments which encourage and develop initiative, responsibility, and self-direction in the pupil.
- Teachers will communicate promptly with students and parents if problems concerning homework arise.
- Teachers will differentiate assignments for individual students, as needed.

Role of the Student

- Teachers will not typically assign homework over weekends.
- Students in grades 3, 4, and 5 are expected to maintain a notebook in which to record each day's homework assignments.
- Unless otherwise specified by the teacher, students are expected to submit completed homework on the day following the assignment.

- Homework quality should reflect the student’s best efforts and be consistent with the standards for classroom work.
- Students are expected to work for the amount of time specified below and on the next page, whether or not they are able to complete the task(s) assigned.
- Students are expected to make up incomplete homework within the week it was assigned, unless excused from doing so by the teacher.

Role of the Parent

- Parents are responsible for providing a suitable environment for the child to complete homework requirements and for assisting.
- Parents are encouraged to participate fully in homework activities that explicitly involve them in discussions or other explorations related to classroom learning activities.
- Parents are encouraged to foster and support both recreational and assignment related reading.
- Parents are encouraged to communicate with the teacher whenever concerns arise about homework.
- Parents are encouraged to be supportive and helpful to children but to provide content assistance only when needed or asked for by the student.

Recommended Times and Frequency

The following comments reflect time expectations that are typical. The time actually required may vary from child to child and from one assignment to the next. However, children should not be expected to expend more than the allotted time on a regular basis. If homework completion becomes an ongoing issue, the parents/guardian should instruct the child to make his/her best effort for the allotted time, and the parent should contact the teacher to discuss the matter further.

Kindergarten

Homework at this level will be informal and given at the teacher’s discretion. Assignments may be geared more to requests by the teacher for children to seek out and bring in objects and/or materials that will enhance what the child is studying in school. Frequently, children will be instructed to seek the assistance of a parent, other adult, or an older child. Daily reading to or with the child is encouraged.

Grades One and Two

Regular homework should be expected. However, as is the case with kindergarten, assignments may be geared toward requests for the child to seek out and bring in objects or materials that will enhance what the child is studying in school. The support of a parent, other adult, or older child may also be specified and will sometimes be in the form of a suggested exploration or discussion. Mathematics homework may be called “Home Links.” With the cooperation of parents, some children may be recommended to complete unfinished class work at home or to practice further skills that have been taught but not yet mastered. Daily reading is encouraged.

Grade Three

Homework assignments will generally range from 15 to 30 minutes, occasionally longer for a special project. Typically, homework is given four times per week. Children may be asked to practice taught skills, master spelling words, complete written exercises, or work with a parent, other adult, or older child on mathematics explorations (called “Home Links”). Daily reading of 15 to 20 minutes, beyond other assignments, is an expectation at grade three.

Grade Four

Children at this level are expected to complete assignments of 30 to 45 minutes, four times per week. Children may be asked to practice taught skills, master spelling words, complete written exercises, or work with a parent, other adult, or older child on mathematics explorations (called “Home Links”). There may be occasional long-term projects assigned. Daily reading of at least 20 minutes is expected.

Grade Five

Children at this grade level may be asked to complete homework assignments averaging 60-75 minutes, four times per week. Assignments may consist of work from more than one subject on a given day, and the amount of homework may vary from one day to the next. The nature of assignments is similar to that described above for grades three and four. Long-range assignments, requiring students to plan ahead and to budget time and pace may be given from time to time. Daily reading remains an expectation at this level.

Our “Back on Track” program (Tuesday-Friday from 2:30-3:30) assists students who do not consistently complete assignments in a timely manner. Principals direct the program and students participate by teacher recommendation.

Insurance

Accident insurance forms are available online on the HPS website. Parents are under no obligation to purchase a policy. The insurance is low-cost protection for your child in case of an injury at school.

Lost and Found

Each year many articles of clothing are lost by the children while at school. To enable us to return these items to their owners, it is advisable to use name tags. Items that are lost can be found in the cafeteria by the exterior door. Items in the Lost and Found are removed from the building during vacations and given to charity. Items lost on the school buses may be found at the garage located on Fort Hill Street at the entrance to the bus depot. The telephone number there is 781-741-1510.

Lunch

A hot lunch is available, including milk. For those who bring lunch, milk and water are sold. Lunch menus are printed in the local newspapers and appear on the website.

Lunch can be bought on a daily basis, but we suggest the use of our online lunch program. The details are on our Foster School website. Should your preference be to purchase lunches at school, checks should be written to Foster School.

Please check each day to see that your child has money or a bagged lunch. Pupils who do not have lunch or money will be allowed to charge lunch. There are no refrigerators or microwaves available for school lunches.

Pupil Behavior

The town-wide Discipline Code is available online. Teachers will review the practices and remind students of the consequences for misbehavior. Parents are asked to do the same.

Teachers are urged to assert their own authority while helping students become responsible for their own behavior. Each teacher has developed a discipline plan which stipulates specific consequences when a child misbehaves. After a pupil has been warned and has had privileges withdrawn, parents are called to discuss corrective action.

Discipline of Students with Disabilities

The disciplining of students with disabilities is governed by federal and state laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education ACT (2004), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws (Ch. 69-78A).

Students with IEPs or 504 plans who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. For any suspension or change in placement that exceeds 10 days, in addition to educational services, students must receive, as appropriate, a functional behavior assessment, behavioral intervention services, and modifications that are designed to address the behavior violation.

For infractions related to the carrying of a weapon, or the possession, use, sale, or solicitation of drugs or controlled substance on school property or at a school event, school personnel may order a change in the placement of a student with an IEP or 504 plan to an interim alternative school setting for not more than forty-five school days.

For additional information on, or clarification of, the details of these regulations, you may contact the Director of Student Services (781-741-1500).

Memorandum of Understanding

This Memorandum of Understanding is established between the Hingham Public Schools and the Hingham Police Department regarding the establishment of a protocol for the reporting and coordination of responses to incidents of violence or other illegal activity within Hingham Public Schools. The Hingham Public Schools and the Hingham Police Department agree to coordinate their responses to violence or other illegal activity by students and nonstudents which occur on school premises or at school-sponsored or school-related events. Through collaboration the two departments can ensure safe and secure school and community environments designed to maximize effective teaching and learning.

To ensure a safe educational environment, this collaborative effort between school administration and law enforcement supports “zero tolerance” for drugs, alcohol, weapons, hate crimes, and violence within and on the grounds of the Hingham Public Schools. Nonstudents involved in such acts on school premises or at school events are to be reported in the same manner as Hingham students are reported. Nonstudents include, but are not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel, bus drivers, visitors, and trespassers.

This Memorandum of Understanding is not intended to usurp the discretion of the Hingham Public Schools in administering its disciplinary code and resolving in-house student misconduct which does not rise to the level of a criminal violation or fall within a statutory reporting requirement.

Copies of the Memorandum of Understanding are available in the school office. It is also available on the website under “Administration/Superintendent’s Office.”

Fostering Good Citizens



Foster School students follow the 3Rs Respect, Responsibility, and Building Relationships

Classroom

- ❖ Be a careful listener
- ❖ Follow directions
- ❖ Be prepared
- ❖ Do your best
- ❖ Be cooperative
- ❖ Use kind words

Hallways

- ❖ Walk quietly and stay to the right
- ❖ Keep hallways clear
- ❖ Go directly to your destination
- ❖ Bring your materials to class
- ❖ Hold the door for those behind you
- ❖ Listen to teachers

Restrooms

- ❖ Use indoor voices
- ❖ Respect others' privacy
- ❖ Wash hands with soap
- ❖ Put paper towel in the barrel
- ❖ Sign in and out of your room
- ❖ Honor personal space

Cafeteria

- ❖ Come prepared for lunch
- ❖ Listen and follow directions
- ❖ Leave space clean
- ❖ Be green
- ❖ Ask permission to leave cafeteria
- ❖ Talk with your table peers

Playground

- ❖ Keep hands and feet to self
- ❖ Respect the environment
- ❖ Return equipment
- ❖ Follow playground rules
- ❖ Include everyone
- ❖ Look out for each other

Arrival/Dismissal

- ❖ Use an indoor voice
- ❖ Walk safely and quietly
- ❖ Remember belongings
- ❖ Double check for homework
- ❖ Greet adults and peers
- ❖ Listen and follow directions

Assemblies

- ❖ Listen and follow adult directions
- ❖ Give appropriate applause
- ❖ Enter and exit quietly
- ❖ Stay focused to learn
- ❖ Keep hands and feet to self
- ❖ Look at and learn from the presenter

Buses

- ❖ Use a quiet voice
- ❖ Keep the aisle clear
- ❖ Stay in your seat
- ❖ Listen and follow adult directions
- ❖ Be kind
- ❖ Take belongings with you

School Cancellation

The decision as to whether or not the schools will be closed is made by the superintendent of schools after consultation with the superintendent of the highway department and other town officials. The decision is based on the practical considerations of safe transportation of students and walkers. In the event of unusually severe weather or other special circumstances which might prevent the opening or delay of school, the following procedures have been established.

No-school announcements will be broadcast on the following radio and TV stations:

- WBZ (1030 AM)
- WRKO (680 AM)
- WBUR (90.9 FM)
- Channel 4 - CBS
- Channel 5 - ABC
- Channel 7 - NBC
- Channel 25 – Fox
- Channel 56 - CW

No-school announcements can also be found on the following websites and apps:

- Channel 4: www.wbz.com, mobile app, or sign up for text alerts at boston.cbslocal.com/school-closings-text-message-registration/
- Channel 5: www.wcvb.com, mobile news app, or sign up for email notifications at: wcvb.com/weather/closingssignup
- Channel 7: www.whdh.com, mobile weather app, or for notification by cell phone, sign up at www.whdh.com and click on “Closing Alerts”
- Channel 25: www.myfoxboston.com, or to receive email or text alerts, sign up at myfoxboston.com/link/596238/school-closings-text-alerts

In the event that children need to be released from school early, your personal Foster School emergency contingency plan will be in effect. Please refer to the above radio and TV stations for information regarding early closings due to weather or special circumstances.

Please note: It will be a rare occurrence that children are released early from school due to weather because of the child care problems that it would create.

School Council

As required by the 1993 Education Reform Law, each school must form a school council. The council will act as an advisory board to the schools for:

- The educational needs of the students
- Educational goals
- An improvement plan to attain those goals
- School budget

The Council will consist of the principal, teacher, members elected by the staff, community members, and parents elected through the PTO. All are welcome to attend School Council meetings. The time and place of the meetings will be posted.

School Schedule

Children are to be in their classrooms at 8:20 a.m. Children may enter the building no earlier than 8:00 a.m. Supervision is not available before this time. Dismissal is at 2:30 p.m. Walkers and students who are being picked up by parents/guardians will be dismissed prior to dismissal of bus students.

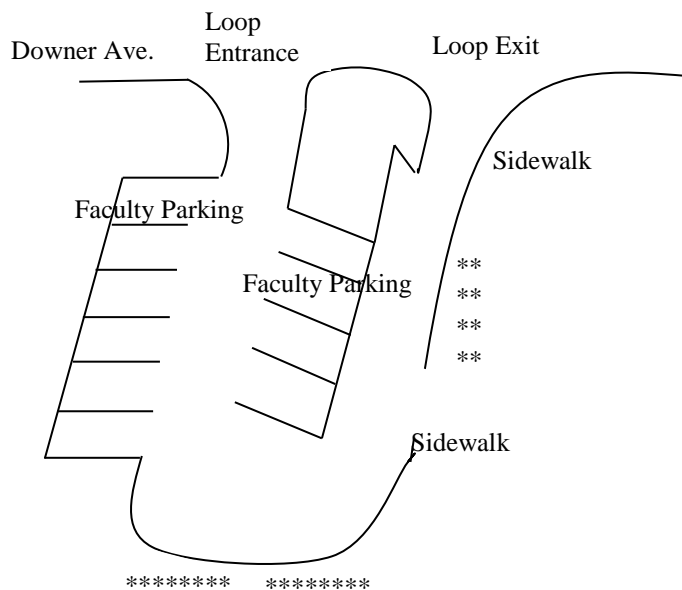
Traffic Loop

Every child's safety is our main goal. We ask that you please follow the drop off/pick up rules! The safety officer has been involved in this plan and requests your cooperation. Staff members are on duty during arrival and dismissal times. It is important to follow these directions when entering/exiting the loop:

- Enter and exit the loop slowly and cautiously.
- Please pull up along the loop as far as possible to allow the optimum number of cars along the curb.
- Traffic along the loop is to be a single file with no passing allowed.
- This is a live parking loop only. Adults must stay in their autos at all times.
- Parents should avoid driving on the white line which divides the driveway from the sidewalk.
- Children may only exit or enter an automobile from the sidewalk (marked by * on the diagram).
- At no time will a child be allowed to walk through the line of traffic to meet a parent.
- The loop parking is for faculty only, who are parking for the day. This is to avoid the potential danger related to a parent backing out of a parking space without seeing a child behind him/her.
- All cars must turn right, both in the morning and afternoon, as they exit the loop onto Downer Avenue.
- Neighbors have asked that parents not use their driveways to turn around.
- Cell phone use is not permitted in the loop.
- This is a no idling zone.

All walkers should cross Downer Avenue at the crosswalk where the crossing guard is on duty. We encourage families to keep the healthy practice of walking their children to and from school to reduce traffic.

Parking Loop Diagram:



Visitors

Welcome! For the safety of your children, please report to the office upon arrival. Volunteers and visitors will be provided with name tags during their time at school. We also request that you sign in and out while you are on school grounds.

Volunteer Expectations

Volunteers help with many projects, special events, and regularly scheduled programs. All volunteers are expected to respect the privacy and dignity of individuals in the school setting. Issues or concerns should be reported to the teacher or principal immediately.

Walkers

- Kindergarten dismissal procedures at the loop are established by the kindergarten teachers.
- Grade 1 students will be picked up at the bike rack entrance to room 122B.
- Parents must determine whether their grade 2 - 5 child will be dismissed with the general announcement or if the child is to be picked up by an “adult or older sibling” at the bike rack entrance to room 122 B. *Notations of this arrangement should be made on the Foster School Documentation Form distributed upon enrollment.*

Should you decide to bring your dog with you at arrival or dismissal, remain on the gymnasium side of the school entrance to meet your child(ren). We have students fearful of dogs, and have created the Foster Dog Park. Look for the sign to help identify the dog-friendly area.

II. Family Communication

Curriculum

Foster School has a comprehensive curriculum. It includes literacy, language, spelling, mathematics, science, health, social studies, computer science, art, music, Spanish, and physical education. Our curriculum is aligned with the Massachusetts Frameworks.

The grade level curriculum nights scheduled for this year are as follows. Families may arrive between 6:00-6:30 to visit with principals in the Presentation Room or other families in the Cafeteria. Curriculum nights are held from 6:30 p.m. to 7:30 p.m. in the classrooms. Grade level curriculum summaries are distributed that evening.

- Kindergarten and Grade 5 – September 13, 2017
- Grades 3 and 4 – September 19, 2017
- Grades 1 and 2 – September 27, 2017

Family Concerns

In most cases, a concern about a classroom situation should be communicated directly with the teacher or specialist involved. General questions or concerns may be most appropriately addressed by a principal, counselor or psychologist. If direct communication with the professional is not possible, or does not resolve the concern, parents should contact a principal. Anonymous concerns or complaints cannot be addressed (except bullying).

Parent -Teacher Conferences

Parent-teacher conferences are collaborative endeavors that should focus on the needs and the progress/development of the student. Parents should share with the teacher important information that may affect student performance. Parents and teachers should be prepared to listen to the other's perspective, ask questions, and share concerns. By the end of the conference, the parties should have discussed and developed next steps, including plans for any future communication that may be needed. When conferences involve specific issues of concern, it is important to focus first on identifying the problem and then on solving it together.

Please note the parent-teacher conference days. You will schedule these conferences on line through our website. Approximately 20 minutes are scheduled for each parent meeting. Conferences are not limited to those days but may be held at a mutually convenient time. These conferences may be initiated by either the parent or the teacher. We urge you to talk with your child's teacher at least once a year. However, conferences should be scheduled as often as the need arises.

Early Release Conference Days for Foster School:

- October 4, 2017 (12:30 Dismissal)
- December 6, 2017 (12:30 Dismissal)
- February 7, 2018 (12:30 Dismissal)
- April 4, 2018 (12:30 Dismissal)

Greetings from the Foster PTO!

Welcome to Foster School and to the Foster PTO! You are automatically a member of the Foster Parent Teacher Organization (PTO) as the parent or guardian of a child attending Foster School. Our mission and goal is to support and enrich the Foster School community.

The PTO supports and funds a number of curricular enrichment activities at Foster. Throughout the year, we work with the teachers, staff and Principal Stellar to arrange visits from authors, guest speakers, and science experts and to plan field trips to places such as the Museum of Fine Arts, the Aquarium, a working farm, Plimoth Plantation, Chinatown, and numerous other trips. The PTO fully funds these visits and field trips. We also work to support our teachers and staff through comprehensive grants, luncheons, and appreciation activities. For our community, we provide programs and activities that Foster School Families attend with their children.

We are only able to do this because the Foster PTO raises over \$100,000.00 per academic year with your help. Our largest fundraiser and community event is the Fall Fair Fun Run and Silent Auction, which takes place in October. Other fundraisers and community events include: Scholastic Book Fair, Fruit Center Shopping Week, Nona's and Papa Gino's nights, Meadow Farms, Holly Fair, Stop & Shop A+ Rewards Program, and Box Tops For Education Program.

Without your help and participation with these events and programs the Foster PTO would not exist. We encourage you to attend our meetings no matter how large or small a role you choose to take. Younger children are always welcome to attend. Your input is important to us and we need your help.

We invite you to find a place within the PTO that meets your needs, as there are many ways to become active at Foster School. We are always available to hear your suggestions, concerns and answer questions you may have.

We hope you have a great year and we look forward to seeing you!

PTO Co-Presidents 2017-2018

Tom Cahillane

tomcahillane@mac.com

Sara Abbott

sabbott23@me.com

Student Assessment

Our report cards are standards based and correlated to the Massachusetts Curriculum Frameworks. Kindergarten, grade 1 and grade 2 students receive two progress reports a year. Students in grades 3-5 receive report cards three times a year.

Students in grades 3-5 receive warning reports mid-marking period if there are concerns.

All students have portfolio assessments which provide an accurate profile of your child's progress. You may review those profiles at any time.

Students in grades three, four, and five will be administered state assessments based on the Massachusetts Curriculum Frameworks in English Language Arts, reading, math, and science/technology/engineering. This year's testing calendar will be available in the fall on the website.

Student Placement

In the early spring, we begin the placement procedure for next year's classes. Our goals include providing a learning environment where children may learn best, a learning atmosphere in which each parent and each teacher will have confidence, and a pairing of children and teachers in the best groupings for effective education, resulting in heterogeneous classes of similar size.

Our placement process is a team effort that is completed with great care. The initial lists are created by each classroom teacher, discussed with grade-level colleagues, and reviewed by other professionals and specialists to ensure that we have not overlooked any aspect of an appropriate placement. We, as professionals, feel that we keep the best interests of children always in our minds as we work for optimal placements.

We encourage parents to complete a placement survey that is distributed in the spring. The forms may not contain requests for specific teachers, but should give us additional information that will help us select the right classroom for your child. Please be assured that the faculty will review each child's needs individually and select the classroom in which we believe he/she will learn best.

III. School Offerings

Curriculum Specialists

Students in grades K-5 experience Physical Education, Art, Music, Technology, Spanish and Library classes. Coming prepared for specialist instruction is important. Please note the expectations:

- **Library:** Bring books to be returned.
- **Physical Education:** Bring sneakers/wear appropriate attire.
- **Art:** Bring smock, if you so desire.
- **Musical Instruments:** Practice daily and bring instrument to class.
Forgotten instruments can be left in the office for pickup by students.

Also, as part of the curriculum for grade five, students are offered the opportunity to participate in band, chorus or orchestra. If students wish to participate in the band or orchestra, it is the parents' responsibility to buy or rent an instrument. Fifth graders also have a field science experience once every six days.

Gifted and Talented

Grades K-5 gifted and talented students in Hingham are served under an umbrella called Curriculum Extensions. Students are identified by an informal process in grades K-3 and through a more formalized procedure beginning at the end of grade 3. This process involves a review of data including MCAS results, Placement Tests (Literary and Math,) Continental Math League results, other available assessments, and classroom grades, as well as teacher inventories and parent nomination.

Services provided through Curriculum Extensions may include vertical acceleration, program modification, horizontal extensions, or special projects within the regular classroom setting, specific pull-out programs (primarily at grades 4-5), individual or small group mentor relationships for unique talents or interest, such as Milton Academy's Saturday Program, requiring time beyond the school day.

Reading and mathematics specialists are available to support classroom teachers in providing for special curriculum needs and helping to plan program modifications. Both classroom and pull-out activities are necessary components of the Hingham program.

Some examples of in-class responses to a student's need for academic challenge include: clustering of similarly able students for reading, math, or project work; differentiated assignments or programs; compacting of curriculum; contests and competitions; research or study projects; and across grade or next-grade placement. The assistant principal is the building liaison for gifted and talented students.

Instructional Support Intervention Team (ISIT)

As part of our ongoing support of students, the staff regularly collaborates to develop strategies to address academic and behavioral needs. All efforts are made to modify the regular education program to meet such needs. Such efforts may include, but are not limited to, modification of the curriculum, teaching strategies, teaching environments, or materials; and use of support services, consultative services, and building-based teams to meet the child's needs in the regular education classroom. The ISIT team is composed of school staff. Members may include administrators, school counselor, teachers, school psychologist, special education staff, curriculum specialists, and nurse. Parents are notified prior to ISIT meetings by the classroom teacher.

Library Media Center (LMC)

The LMC provides books and a variety of audio-visual materials for our students. Students receive instruction in research skills, library skills and literature.

Children visit the LMC regularly with their class. Individual students may visit at the discretion of the classroom teacher. Books are checked out for six days. It is important that books are returned when due. Families are responsible for the replacement cost of lost or damaged books.

School Services

We are fortunate to offer a variety of services at Foster School. Our psychologist, adjustment counselor, reading specialist, math specialist and literacy/math tutors are available to conference with parents and explain their programs and services.

Special Education

The Hingham Public Schools is committed to excellence in learning and to the fulfillment of individual potential for all students. Children with disabilities have an opportunity to access the general curriculum in the least restrictive environment possible. With that goal in mind, we continue our efforts to improve the capacity of educators to meet the needs of all students; to increase the skill bank of our special education staff in providing specialized instruction; and to assist all educators in making appropriate curriculum and instructional modifications. The individualized nature of special education services is developed to meet each student's unique needs. When parents (or students) are concerned about lack of academic progress, or when they believe that a disability may be preventing progress, requests to meet first with the student's teacher(s) should be made, then (if needed) with the psychologist.

Our comprehensive services include our speech and language therapist, occupational therapist, physical therapist, and special education teachers.

IV. Other

Civil Rights

It is the policy of the Hingham Public Schools that all programs, activities, courses of study, and employment opportunities are offered without regard to race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability.

COORDINATOR OF TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 FOR THE HINGHAM PUBLIC SCHOOLS

The person serving as the Coordinator of Title VI of the Civil Rights Act of 1964 for the Hingham Public Schools is the Superintendent for the Hingham Public Schools. Title VI “prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.” Anyone having questions or concerns about Title VI with respect to the Hingham Public Schools should contact the Superintendent at the School Department, 220 Central Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1500 or by fax at (781) 749-7457.

COORDINATOR OF TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

The person serving as Coordinator of Title IX of the Education Amendments of 1972 for the Hingham Public Schools is Dr. LaBillois, Assistant Superintendent of Schools for the Hingham Public Schools. Title IX “prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex.” Anyone having questions or concerns about Title IX with respect to the Hingham Public Schools should contact Dr. LaBillois at the School Department, 220 Central Street, Hingham, Massachusetts 02043. He can be reached by telephone at his office at (781) 741-1500 or by email at jlabillois@hinghamschools.org or by fax at (781) 749-7457.

COORDINATOR OF SECTION 504 OF THE REHABILITATION ACT OF 1973

The person serving as Coordinator of Section 504 of the Rehabilitation Act of 1973 for the Hingham Public Schools is Heather Rodriguez, Director of School Counseling Services for the Hingham Public Schools. Section 504 “prohibits discrimination, exclusion from participation, and denial of benefits based on disability.” Anyone having any questions or concerns about Section 504 with respect to the Hingham Public Schools should contact Ms. Rodriguez at Hingham High School, 17 Union Street, Hingham, Massachusetts 02043. She can be reached by telephone at her office at (781) 741-1565 or by email at hrodriguez@hinghamschools.org or by fax at (781) 741-1515.

SCHOOL DISTRICT HOMELESS EDUCATION LIAISON

The person serving as School District Homeless Education Liaison for the Hingham Public Schools is Dr. LaBillois, Assistant Superintendent. The McKinney-Vento Education Act for Homeless Children and Youth requires that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. Anyone having questions or concerns about the legal rights of homeless children or youth should contact Dr. LaBillois at the School Department, 220 Central Street, Hingham, Massachusetts 02043. He can be reached by telephone at his office at (781) 741-1500 or by email at jlabillois@hinghamschools.org or by fax at (781) 749-7457.

TITLE II, ADA COMPLIANCE LIAISON

The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is John Ferris, Director of Business & Support Services. Anyone having questions or concerns about Title II with respect to the Hingham Public Schools should contact Mr. Ferris at the School Department, 220 Central Street, Hingham, Massachusetts 02043. He can be reached by telephone at his office at (781) 741-1500 or by email at jferris@hinghamschools.org or by fax at (781) 749-7457.

The grievance procedure for any individual who believes that s/he has been discriminated against follows.

Grievance Procedure

1. Any employee or student who believes that he or she has been discriminated against should contact in writing the appropriate coordinator as soon as possible, normally within thirty (30) days of the discrimination.
2. The Coordinator will meet with the person(s) to discuss the situation within seven (7) days of receiving the written complaint.
3. The Coordinator will have fourteen (14) days to respond to the grievance in writing.
4. If the grievance is not settled at this level, a representative from the Office of Civil Rights or the Department of Education will be contacted for remediation.

Bullying & Harassment

Teachers and students are to maintain an environment free of bullying and harassment of any kind including but not limited to bullying and harassment based on race, color, religion, national origin, age, sex, sexual orientation, gender, identity, or disability. Teachers and students are to treat one another with courtesy and respect at all times.

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber-bullying. In accordance with Massachusetts law, Hingham Public Schools and Foster School designed and implemented a bullying prevention and intervention plan which can be found on the website.

Reports of bullying can be made either orally or in writing. Anyone who believes someone is being bullied should notify a principal or fill out an incident reporting form which can be found in the school offices. Anonymous reports may be made via the anonymous reporting form found on our website. However, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses, or has reliable information about bullying is prohibited.

The Hingham Public Schools has adopted the **Steps to Respect** program to teach children how to identify and handle bullying behavior. The program uses the 3R's of Bullying: Recognize, Refuse and Report. Bullying behavior is defined as unfair and one-sided. It happens when someone keeps hurting, threatening, frightening or leaving someone out on purpose. This is different from a peer conflict that is two sided. Other problems with behavior are addressed through the Hingham Code of Discipline, such as peer conflicts or one-time mean or hurtful behaviors. After identifying bullying, students are taught to assess safety and decide whether to refuse (respond) by standing up to the person bullying and/or by supporting the person being bullied. Next, the students are taught to report bullying behavior to an adult.

Additional information on the bullying policy is located in the Foster School office. The Foster School Bullying Plan is on the website. Those in a bullying report are notified. The principal or designee will investigate the report and make a determination of what action should be taken and initiate an appropriate response to protect the target of the bullying behavior (safety plan) and to address the bullying behavior.

In grade K-3, the **Second-Step** violence prevention program is used. This program uses a problem solving approach to resolve conflicts.

Health Screening

Tests for vision, hearing, and postural defects shall be given periodically to all students. Monitoring of required physical examinations and verification of immunizations as required by statute shall be the

responsibility of school nurses, who will refer cases of noncompliance to the principal and the local Board of Health with consequences outlined in Procedures 6.7A.

Height and weight measurements and Body Mass Index (BMI) calculations are required annually by the Commonwealth of Massachusetts Regulations: 105 CMR 200.000 for students in grades 1, 4, 7, and 10. Guidelines are outlined under Procedures 6.7A and include a provision for parents to opt out of the screening by a written request to the school nurse.

For any child to be exempt on religious grounds from these examinations and immunizations a written request shall be required from the parent or guardian on condition that the laws and regulations relating to communicable diseases shall not be violated.

Home & Hospital Instruction

Hingham Public Schools provides home and hospital tutoring for students who, in the judgment of their physician, should remain at home or in the hospital on a day or overnight basis, or any combination of both, for a period of not less than fourteen school days in any school year. Upon receipt of a physician's written order verifying that a student enrolled in the Hingham Public Schools must remain at home or in the hospital for medical reasons, the principal of the school shall arrange for tutoring services for the student via the Student Services Department. Before a student can receive these services, a licensed physician must fully complete and sign the state-required form, which is available in the Main Office.

Home or hospital tutoring is considered short-term and is not a replacement for regular attendance at school. According to the Massachusetts Department of Elementary and Secondary Education, the goal of home/hospital tutoring is to "...minimize the education loss that might occur during the period the student is confined at home or in the hospital" (603 CMR 28.03 (3)(c)).

Homeless Students

The Hingham Public School District has adopted the definition of homeless children and youth as found in Section 725 (2) of the federal McKinney-Vento Homeless Education Act (2002 reauthorization). A student determined to be homeless will be enrolled immediately in the school of the district in which he/she is temporarily residing or be provided with transportation if he/she chooses to remain in his/her school of origin until the end of the school year in which permanent housing is found. Students determined to be homeless, or who fit the Massachusetts Department of Education's definition of "unaccompanied youth," are entitled to attend and fully participate in all classes, school activities, and educational opportunities and to benefit from all services provided to other students in the Hingham Public Schools. This includes automatic eligibility for Title I and Free/Reduced Lunch programs.

Computer and Internet Acceptable Uses Policy for Students

The Hingham Public Schools recognize the educational value of technology equipment and access to the Internet when used properly. The District provides computers and technology equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Neither

staff nor students should have an expectation of privacy with respect to the use of the District's hardware and software.

Use of the District's computers and technology equipment, including access to the Internet, is a privilege and requires the user to be responsible for his or her behavior and for communications over the District's networks. The policy, policy guidelines, and sign-off procedures for use of technology resources shall be published and are described for students under Procedure 6.29A.

Policy Guidelines and Procedures for Internet and Technology Use

The Hingham Public School system provides computers and technical equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Use of any of the Hingham Public School District's computer systems is limited to school-related activities. Administration and classroom systems can be re-allocated at the discretion of the school administration or technology department without advance notice.

The Hingham Public School District makes no warranties of any kind, whether expressed or implied, for the computer services it is providing. Hingham Public Schools will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or its errors or omissions. Use of any information obtained via the Internet is at your own risk. Hingham Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

The following set of technology policy guidelines applies to all users of Hingham Public Schools' computer systems. Use of District technology resources is a privilege, not a right. Use of these resources demands personal responsibility and an understanding of acceptable uses of the Internet. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of District technology resources may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Denial of future access.
- Payments for damages and/or repairs.
- Discipline under other applicable District policies, including suspension and termination.
- Civil or criminal liability under other applicable laws.

Users who violate policy guidelines will be subject to disciplinary procedures. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using the District's technology resources. These regulations may be amended and updated at the discretion of Hingham Public Schools' administration.

1. District computers, including installed software, hardware, and peripheral devices, are the property of Hingham Public Schools. Computer systems are to be used for school-related activities and are not to be removed from the premises without written permission from the District's Manager of Technology
2. The use of a user's personal electronic device (including, but not limited to, device classifications such as smartphones, computers, and tablets) on the school network or on the District's Internet connection subjects the user to the terms of this policy.
3. Users should not have any expectation of privacy with respect to personal data stored on Hingham Public Schools' computers. Electronic mail (E-mail) messages are considered public records and are therefore legally discoverable and subject to record retention. Users should not expect that electronic mail messages (even those marked "Personal") are private or confidential.
4. The Hingham Public School system may monitor electronic mail and Internet activities on the schools' computer systems for reasons including, but not limited to, the following:
 - a. system checks
 - b. reviews of productivity
 - c. investigations into claims of possible criminal activity
 - d. investigations into inappropriate use of the District's Internet connection
5. Use of the District's computer systems constitutes consent to monitoring of e-mail transmissions and other online services, and is conditioned upon strict adherence to this policy.
6. The following activities are strictly prohibited:
 - a. Any illegal activity, including, but not limited to, the transmission of copyright or trade secret material, or the participation in any type of criminal activity.
 - b. Attempts to violate the computer security systems implemented by the Hingham Public Schools, Town of Hingham, or other institutions, organizations, companies, or individuals.
 - c. Accessing material that is inappropriate for school use, such as Internet sites promoting pornography, gambling, or hate.
 - d. Attempts to circumvent the Internet filtering capabilities of the Hingham Public Schools or the school system's Internet provider(s).
 - e. Plagiarism, or any reproduction of copyrighted material without explicit permission.
 - f. The use of profanity or inappropriate language in electronic mail.
 - g. Use of school computer systems for political or commercial purposes.
 - h. Using school computer systems to send unsolicited bulk e-mail (SPAM).
 - i. Developing or disseminating malicious software programs, such as computer viruses.
 - j. Downloading, installing, or copying any commercial software, shareware, or freeware onto network drives or disks without written permission from the network administrator or the District's Technology Manager.
 - k. Misrepresentation of your identity by using another user's account or by masking your own identity.

7. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should a user encounter such material by accident, the user should report it to an appropriate authority immediately.
8. In compliance with the Children’s Internet Protection Act (CIPA), Hingham has installed filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. The software scans for objectionable words or concepts, as determined by the Hingham Public School District. Students and staff may not disable the District’s filtering software at any time when students are using the Internet if such disabling will cease to protect students against access to inappropriate materials. Staff authorized by the District’s Manager of Technology may temporarily or permanently unblock access to sites containing appropriate materials if the filtering software has inappropriately blocked access to such sites.
9. Staff must supervise student use of the District’s Internet system in a manner that is appropriate to the students’ ages and the circumstances of use.

The following restrictions against inappropriate speech and messages apply to all speech communicated and accessed through the District technology resources, including all email, instant messages, Web pages, and Web logs:

- a. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages.
 - b. Users shall not post information that could cause damage, danger, or disruption, or engage in personal attacks, including prejudicial or discriminatory attacks.
 - c. Users shall not harass other persons, or knowingly or recklessly post false or defamatory information about a person or organization.
10. A user’s home and personal Internet use can have an impact on the school and on other District users. If a user’s personal Internet expression - such as sending a threatening message to another District user – creates, in the view of the principal or principal’s designee, the likelihood of material disruption of the school’s operations, that user may face school discipline and criminal penalties.
 11. Hingham takes bullying and harassment by computer very seriously. No District user shall use any Internet or other communication device to intimidate, bully, harass, or embarrass other students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material disruption of school operations, in the view of the principal, shall be subject to penalties for bullying and harassment as contained in the student handbook, as well as possible criminal penalties.

In the event of an allegation that a student has violated this policy, the District will provide the user with notice and an opportunity to be heard in the manner set forth in the student handbook.

As the parent or guardian of this student, I have read the Hingham Public Schools’ Computer and Internet Acceptable Use Policy for Students. I understand that school Internet access is designed for educational purposes and that the Hingham Public School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the Hingham Public School District to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. I hereby give permission for my child to use the Hingham Public Schools’ computer systems and certify that the information contained on this form is correct.

Acceptance of this agreement is noted on the Foster School documentation form sent home upon enrollment.

Nondiscrimination Policy

It is the policy of the Hingham Public Schools that all programs, activities, courses of study, and employment opportunities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

Physical Restraint Policy

Hingham Public Schools' students may, in rare circumstances, require physical restraint when nonphysical interventions would not be as effective and the student's behavior poses a threat of imminent, serious physical harm to self and/or others. Such physical restraint should be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. Such incidents of restraint must be reported to an administrator and a report filed.

Service Animals in the School

It is the policy of Hingham Public Schools (HPS) that service animals assisting individual with disabilities are generally permitted in all facilities and programs in accordance with federal law and Massachusetts Department of Elementary and Secondary Education.

Student Concerns and Appeals Procedure

Students wishing to express a concern or to appeal a decision made by school personnel may do so by contacting building administration in person or in writing. Students can deliver written communication to the main office or contact the school secretary to schedule a meeting with building administration. All concerns or appeals will be addressed in a timely manner.

Student Records and Confidentiality

A student records policy is mandated by the Massachusetts Department of Elementary and Secondary Education. The purpose of these regulations is to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of such records. The transcript includes minimal information necessary to reflect the student's educational progress. The temporary record contains the majority of information maintained by the school about the student. This record includes such things as test results, evaluations, report cards, and attendance.

A parent/guardian has the right to inspect all portions of the student record upon request. The parent may request that portions of the record are photocopied and interpreted by professional personnel. No individuals or organizations other than the parent, student, and school personnel working directly with the student are allowed to have access to information from the student record. The parent/guardian should sign a release (available from the Foster School office) for a student transferring from Foster directly to the new school.

(DESE) regulations; under the guidelines and conditions described in Procedures stated in the HPS School Committee Policies.

Students with Limited English Proficiency

The Hingham Public Schools provides instructional services for students with Limited English Proficiency (LEP) in accordance with WIDA English Development standards.

Students who were not born in the United States whose native tongue is a language other than English and who may be incapable of performing ordinary class work in English or students who were born in the United States of non-English speaking parents and who are incapable of performing ordinary class work in English must be tested by certified personnel for English proficiency upon entrance to the Hingham Public Schools. Based on this test, the school principal will determine with the parent the most appropriate course of study, and support services, if needed. Moreover, state and federal law also requires that LEP students be assessed annually in four areas: reading, writing, speaking, and listening.

According to the Office for Civil Rights of the U.S. Department of Education "the question of need for an alternative program is resolved by determining whether language minority students are able to participate effectively in the regular instructional program. If they are not, an alternative program must be provided." In addition, "OCR allows school districts broad discretion concerning how to ensure equal educational opportunity for LEP students... The law requires effective instruction which leads to the timely acquisition of proficiency in English."

It is the policy of the Hingham Public Schools to comply with all federal and state laws and regulations regarding students with LEP, including:

- Title VI of the Civil Rights Act of 1964 [42 U.S.C. 2000d] which prohibits discrimination by federally funded institutions based upon national origin
- The Equal Educational Opportunities Act [20 U.S.C. § 1703 (f)] which requires educational agencies to "take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

In addition, Hingham Public Schools maintain compliance with Massachusetts Department of Elementary and Secondary Education guidelines for professional staff credentials and certifications in the instruction of LEP students.

Teacher Qualifications

Schools that receive Title I grant funds must notify all parents they can request and receive specific information about teacher qualifications.

As a parent of a student at Foster School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to receive requested information in a timely manner. Specifically, you have the right to ask for the following information about your child's teachers:

- Whether the Massachusetts Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Massachusetts Department of Education has granted a waiver so that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teacher aides or similar para educators provide services to your child, and, if they do, their qualifications.

If you would like to receive any of this information, please call the principal at Foster School’s office at 781-741-1520.

Video Surveillance

In our continued effort to maintain a positive and safe environment for our students, staff, visitors, and families, the outside of the building and grounds are now under 24-hour video surveillance. Our vestibule entrance is now secured in the same way as our main entrance. You will need to “buzz” twice to enter the school. These entrances have the capacity for audio and video recording. Following is the Hingham School Department’s Video Surveillance Policy:

Approved by SC – 9/8/14

7.1.1 Video Surveillance: Statement of Purpose

Hingham Public Schools (the district) has a responsibility to maintain discipline and protect the safety, security, and welfare of our students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment.

As part of fulfilling this responsibility, the Hingham School Committee authorizes the use of video/digital surveillance cameras in any district building, on district property, and in district buses and vehicles. Digital or video recorder placements shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in public areas or at events that occur in plain view of other students, staff, or visitors.

Signs shall be posted on district buildings and in district vehicles, including school buses, to notify students, staff, and visitors that video or digital cameras may be in use in school buildings and on buses. Parents and students shall also be notified through the student handbook or by other means that cameras may be in use in school buildings, on school grounds and in school vehicles. Students and others will be held responsible for any violations of school rules or law recorded by the cameras.

7.1.1 A – Procedures

Retention and Access to Video

1. The district shall retain copies of video or digital recordings for up to 30 calendar days. Recordings may be erased by either deletion or copying over with a new recording.
2. The district will store the time intervals of any recordings as long as there is a need to inspect and review them, or a need to preserve evidence, as determined by the district.
3. The right to inspect such recordings is limited to school district personnel and as required by law, such as when such information is required to be provided following receipt of a lawfully issued subpoena.
 - a. The district is not obligated to provide a copy of any video recording to parents, students or their legal counsel. If the district agrees to provide a copy of the video, the actual cost for copying the video shall be paid by the parent prior to the release of such video.
4. Video recordings may be shown to law enforcement officials by the school department, as well as to parents or students who have been recorded at the sole discretion of school administrators.
5. The School committee authorizes the use of decoy cameras to further act as a deterrent to vandalism and other unauthorized impermissible activities.

Preservation of Equipment

Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Wellness Policy

The Hingham Public Schools District is committed to providing a healthy school environment that enhances learning and the development of lifelong wellness practices, including the areas of nutrition education, physical activity, and nutrition guidelines for all foods available at each school. Through the involvement of parents, students, the foods service director, the School Committee, teachers, administrators, staff and the public, the following goals have been established:

- A sequential nutrition education program, a component of our comprehensive health education curriculum, is provided to all students to promote healthy eating habits.
- The food services program provides well-balanced, nutritious, and varied meals, snacks and beverages that are in compliance with federal, state, and district requirements.
- Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.
- Foods and beverages sold in school vending machines, snack bars, stores, and for school-sponsored fundraising purposes and provided to students as refreshments during the school day meet district guidelines.

- Students are provided regular opportunities for physical activity during and after the school day through physical education classes, daily recess periods for elementary students, and a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs.
- The school environment is clean, safe, and comfortable and allows scheduled time and appropriate space for eating meals.
- The use of food as a reward or incentive is discouraged. Alternative approaches to recognizing special events or rewarding achievement are strongly encouraged.
- Deprivation of food as a punishment is prohibited.
- Limitations to or excesses of physical activity as disciplinary measures are discouraged.

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