

HINGHAM PUBLIC SCHOOLS

UNIFIED ELEMENTARY

STUDENT-PARENT HANDBOOK



FOSTER ELEMENTARY SCHOOL

2019-2020

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School Hours: 8:20 AM - 2:30 PM
Early Release: 11:30
Office Hours: 7:30 AM - 3:30 PM

Hingham Public Schools adheres to all Massachusetts Department of Education requirements for English Learner Education programs. Upon student enrollment, a home language survey is completed for every student. If a child does not speak English or comes from a home in which English is a second language, the student is referred to the English Learner Education teacher who accepts referrals for evaluation from the principal and/or the Director of Student Services. The Director of Student Services oversees the determination of eligibility, eligibility is established and sheltered English Immersion Services and English Language Development instruction is offered to the student as necessary.

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

Portuguese: Se voce necessitar este livreto traduzido, contate por favor o escritorio principal da escola da sua crianca.

Espanol: Si usted necesita este librecto traducido, entre en contacto con por favor la oficina principal de la escuela de su nino.

Chinese: 如果你需要被翻译的这本小册子，请联系你的孩子的学校的主要办公室。

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I. School Procedures and Information

Attendance

Attendance Policy

Every student shall regularly attend all sessions of the school in which (s) he is placed except in the case of: (a) personal illness; (b) death in the family; (c) approved religious holidays; (d) emergency medical or dental treatment; or (e) other reasons of necessity or significance if approved by the principal of the school. It is the responsibility of parents/legal guardian to assure the attendance of students the M.G.L. Chapter 76, Sections 2 and 4 detail the consequences for adults who contribute to the truancy or lack of school attendance of a minor. The school consequences of excessive absence are prescribed in the attendance policies established for each level. The record of attendance shall be maintained by the School. See Procedures 6.4A for elementary, middle school and high school attendance requirements and guidelines. M.G.L. 76, S 2, 4

HPSP 6.4 3/28/17

Elementary Attendance Guidelines

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 and may be disruptive to the routines of the rest of the class. Punctuality is an important lifelong habit. It is particularly important at the elementary school level where start-of-school activities set the agenda and tone for the remainder of the entire day. Parents are asked to plan vacations only during school breaks. Makeup work, while important, is not a substitute for classroom learning. An elementary attendance policy establishes common guidelines for attendance procedures and protocols for communicating attendance concerns and consequences to parents. Specifics of the policy are as follows:

Absence

Parents are asked to call the school if a child must 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 and request an improved record.

Based on the discretion of the principal, a letter from the principal will result if a child is absent for seven or more days in the marking period unless there has been a doctor's note. A copy of the letter will be placed in the student file.

A parent conference with the principal will result if the attendance issue persists. The principal will review the specifics of MGL, 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 record of the meeting will be placed in the child's file.

Tardiness

A child is deemed to be tardy if he/she is not in his/her classroom or at the assigned location where teachers collect children at the designated start of the school day. Notes must be provided for tardiness unless the parent accompanies the child to sign in. As with absence, classroom teachers will make the first contact (after three tardies in a marking term). Based on the principal's discretion, conferences will follow at five and seven tardies respectively if the issue persists.

Makeup Work

Parents can request makeup work after the first day of a multiple day absence. 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. However, they may be able to provide a general sense of what topics/areas the class will cover. In the case of long-term absences of a medical nature, home tutoring may be available. Parents should contact the school counselor. The classroom teacher will establish the period allowed for the completion of makeup after an extended absence. Teachers generally will not have time to provide individual tutoring in the work that is missed due to absence or tardiness.

Student Early 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.

Try to avoid calling in a dismissal, specifically, after 12:00 pm. Supplying the school with a note will make the early dismissal a smooth and safe process for your child.

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.

Bus Transportation

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.

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.

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.

9/21/15

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.

9/21/15

7.6.2.2 STREET CLOSURE 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.

9/21/15

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.

9/21/15

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.

9/21/15

7.6.2.5 SCHOOL TRANSPORTATION 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 Section 68; MGL C76, Section 1

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.

9/21/15

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.

9/21/15

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

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)

9/21/15

Hingham Public Schools Bus Safety Rules

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

- 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.
- 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.
- 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.
- 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.
- Get onto the bus in a single file. Do not push.
- Take a seat and remain seated until the bus arrives at school. Make room for others to be seated.
- No standing is allowed when the bus is moving.
- Do not throw anything in the bus or out of the bus window or hang any part of your body out the bus window.
- 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.
- 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.
- Do not use inappropriate or loud talk or make other noises that might distract the driver.
- Be courteous to the driver, fellow students, and passersby. Keep your hands, feet and objects to yourself.
- No eating or drinking is allowed on the bus. Do not litter.
- Treat bus equipment well. Damage to bus equipment will be paid for by the offender.
- 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.)
- 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:

- 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.
- 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.
- 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.
- 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.

Change of Address/School Transfer

Families are required to provide the school with changes in address, along with documents that indicate the new address meets residency requirements. If the new address is outside the elementary school district your child is attending, arrangements for a school transfer need to be made.

Civil Rights

NONDISCRIMINATION POLICY

Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

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 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 the Assistant Superintendent 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.

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.

Computer and Internet Acceptable Use 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 and testing tools for students. Staff and students should have no expectation of privacy with respect to the use of the internet and or use of the district's hardware, software, and computing services.

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 the appropriateness of communications over the district's networks. The policy, guidelines, and sign-off procedures for use of technology resources shall be published and are described for students under Procedure 6.29A and 5.25 A.

HPSP 6.30 3/28/17

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 school documentation form sent home upon enrollment.

CORI Forms

All school personnel and volunteers who have unmonitored time with students must complete a Criminal Offender Record Information (CORI) form. The form can be obtained from the main office and must be submitted in person with a copy of an appropriate identification. The process must be completed every three years and all information obtained is confidential.

Cycling/Rollerblading/Skateboarding

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. Parents/guardians should make arrangements in the event of inclement weather at dismissal.

Rollerblading and skateboarding are not allowed on school property.

Student Discipline

Students will conduct themselves in an orderly, respectful, and courteous manner. They shall act within the spirit of the “Rules of the Road” and comply with rules set forth in the HPS Code of Discipline and their school’s Student Handbook and shall defer to the authority of staff who have responsibility for them. It is the position of the Hingham School Committee that every teacher has a right to teach without disruption and every student has a right to learn without disruption.

Consequences for lack of compliance with school rules include such actions as admonition, reprimand, positive behavior interventions (PBIs), detention or Saturday School, in-school suspensions, or short or long term exclusions from school or expulsion. Discipline decisions shall be the responsibility of each principal, or the principal’s designee, and will be guided by the HPS Code of Discipline, the individual school handbooks, Massachusetts General laws, and MA DESE Regulations for implementing M.G.L. Chapter 222 of the Acts of 2012, and implemented according to HPS Procedures under 6.13A. In the case of expulsion, Procedures are according to the HPS Code of Discipline. For serious violations other than those under Chapter 71, Section 37H and 37H ½, a student may be expelled only by the School Committee upon recommendation of the Superintendent (see HPS Code of Discipline).

M.G.L. Chapter 71, Sections 37H and 37H1/2 give school principals the authority to expel students for possession of a weapon or controlled substance on school property, for assault of a staff member, or as a result of being charged with a felony. M.G.L. Chapter 71, Section 37H3/4 establishes notification provisions for suspensions and hearings, including the right to appeal to the Superintendent, as available under procedure 6.13A.

According to M.G.L. C.71, S84, no student shall be suspended, expelled or otherwise disciplined on account of marriage, pregnancy, parenthood, or for conduct which is not connected with any school sponsored activities, provided, however, that in the case of a pregnant student, the School Committee may require that the student be under the supervision of a physician.

The authority of the staff to maintain discipline shall not include the right to inflict corporal punishment on any student. This policy shall not preclude any member of the staff from using such reasonable force as is necessary to protect students and other persons from an assault by a student. If an assault does occur, the principal shall file a detailed report with the Superintendent. M.G.L. C.76,S17; M.G.L. C.71,S37G; M.G.L. C.71,37H,37H1/2, 37H3/4; M.G.L. C.71,S84; M.G.L. Chapter 222 of the Acts of 2012

Bullying & Harassment

Students are to maintain an environment free of harassment of any kind, including but not limited to harassment based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability. Students are to treat one another with courtesy and respect at all times. No student shall be subjected to acts of harassment, retaliation, intimidation, bullying, or cyber-bullying as defined under Procedures 6.16 A. Procedures for reporting, investigating, and resolving alleged issues of harassment, retaliation, intimidation, bullying or cyber-bullying are described in school handbooks, and in the district's Bullying Prevention and Intervention Plan, and are summarized herein under Procedures 6.16A. M.G.L. C. 71, S37 O

HPSP 6.16 3/28/17

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 the six schools 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. 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 office and 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.

Due Process

Parents of students wishing to express a concern or to appeal a decision made by school personnel may do so by contacting building administration in writing or contact the school administrative assistant to schedule a meeting with building administration. All concerns or appeals will be addressed in a timely manner.

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 non-students 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. Non-students 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.”

Physical Restraint Policy

Hingham Public Schools' students may, in rare circumstances, require physical restraint when non-physical 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.

HPSP 2.5 10/26/15

Student 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).

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, snow pants, and boots are essential for students to play in the snow.

HPSP 6.9 3/28/17

Educational Opportunities for Children in Foster Care

Hingham Public Schools ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. The Hingham School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Foster care students continue to attend their school of origin unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). When it is not in the student's best interest to remain in the school of origin, the student may be immediately enrolled (and attend) the new school district, even if records normally required for enrollment cannot be quickly produced. Hingham Public Schools has designated the Assistant Superintendent of Schools as the district's Foster Care point of contact to ensure collaboration with DCF and the provision of transportation to the student's school of origin, if needed. See Procedure 6.3B

LEGAL REFS: *Every Student Succeeds Act* (ESSA);
Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

6.3B PROCEDURE

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (REGULATIONS)

Best Interest Determination: Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when

different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Hingham Public Schools may seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation: The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment: If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school without delay, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, Hingham Public Schools supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Hingham School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment. See Procedure 6.3C

LEGAL REFS: Interstate Compact on Educational Opportunity for Military Children

6.3C PROCEDURE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (REGULATIONS).

Definitions:

Children of military families means school aged children, enrolled in kindergarten through 12th grade (including IDEA eligible students aged 3-22), in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

Hingham Public School's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 school/working days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the building principal for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- Hingham High School will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

Educational Trips

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.

HPSP 5.18 8/25/16

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.

Emergency Information

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.

Contingency Plan

Hingham has a town-wide multi-hazard evacuation plan in place. Should there be a need to dismiss all students early, parents need to have a contingency plan and at least one back-up plan for children in case you are not home. Expect that students would be dismissed and follow the usual routines. Buses would run their normal routes and walkers would walk. Please complete this form annually, and review with your child throughout the year. Copies of the personal contingency plans are maintained in the office and classrooms.

Emergency School 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 for 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.

School Cancellation/Delayed Opening/Early Release

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:

- WRKO (680 AM)
- WBZ (1030 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/closingsignup
- 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.

Health Information

School Entrance Requirements

According to Massachusetts State Law the following are required for entrance into:

1. **Preschool:**

- **Current immunizations to include:** DTaP 4 doses, Polio 3 doses, Hepatitis B- 3 doses, MMR 1 dose, Varicella 1 dose

2. **Kindergarten:**

- **Current immunizations** to include; Diphtheria, Tetanus and Pertussis (DTaP, 5 doses); Polio (IPV, 4 doses); Hepatitis B (Hep B, 3 doses); Measles, Mumps and Rubella (MMR, 2 doses) & Varicella (Varivax, 2 doses).
- **Current Physical Examination**
- **Eye exam** documented within the past year
- **Lead Screening test** within the past 5 years

State 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.

3. **Grade 4:** Updated physical/immunization record received no later than June or student may be excluded from school.
4. **New Student:** Students who are new to Hingham Public Schools must submit a current physical and immunization record to the school nurse before starting school.
An exemption to this Law is the McKinney-Veto Homeless Act.

HPSP 6.5

Immunization Exemptions

According to Massachusetts law, there are only two situations, in which children who are not appropriately immunized, may be admitted to school:

- 1). A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated; and
- 2). A religious exemption is allowed if a parent or guardian submits a written statement that immunizations conflict with their sincere religious beliefs.

The Massachusetts law states that **medical and religious exemptions must be presented in writing at the beginning of each school year.**

Incomplete or unimmunized students may be excluded from school in the event of a Vaccine Preventable Disease in the school setting.

Mandated Health Screenings

According to Massachusetts state law, health screenings are done annually for specific grade levels. Vision screenings are performed on all students grades 1-5. For grade K, vision screenings are done by the student's healthcare provider prior to kindergarten. If there is an abnormal findings or questions, the nurse may repeat the test. Hearing screenings are performed K through 3. Postural screenings are conducted by the physical education staff and nurse for all students in grade 5. Heights and weights are measured by the physical education staff and recorded on the student's confidential school health record for grades 1 and 4. These measurements are used to calculate each student's Body Mass Index (BMI). These results are strictly confidential and will be provided to parents upon request. Parents will receive a letter from the school nurse, if any abnormal findings or concerns are noted during vision, hearing or postural screenings. **Upon written request from a parent/guardian, a child may be exempt from any of the above health screenings.**

HPSP 6.7

Medication

According to Massachusetts General Law, a licensed nurse must have a medication order from a healthcare provider in order to administer any prescription medication. The Hingham Public Schools also require a parent permission form to be on file before medication can be dispensed. Occasional over-the-counter (OTC) medication, such as Tylenol or Advil, may be given, by the nurse, under the standing orders of the school physician, providing parent permission is in place. If your child needs a daily OTC medication, then your child's physician needs to complete a medication order form. Medications should be delivered to the school in a pharmacy or manufactured-labeled container by you or a responsible adult. 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.

Allergies

To ensure a safe learning environment for students with food allergies, certain classrooms may be designated allergen safe. Please read all food ingredient labels carefully for the known food allergen. Accommodations are made for students in the classroom and in the cafeteria as needed.

Illness and Communicable Diseases

If your child has a communicable disease, please notify the school nurse.

School health policy, regarding school attendance, requires that you keep your child home if he/she:

- Has a fever, vomiting or diarrhea within the past 24 hours.
- Is being treated for a contagious illness.
- If placed on antibiotics, must take the antibiotic 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, injury requiring prolonged absence or restrictions at school
- Surgery
- Treatments requested by a physician
- Change in activity status
- Emotional concerns

Orthopedic Injuries

A Healthcare Provider note is required for any child who is unable to participate in physical education class, recess, academic work or testing, such as MCAS, due to orthopedic injury or concussion. A physician's note is also required for the use of crutches and/or a wheelchair. Please inform the school nurse, as soon as possible, if your child has suffered a concussion or orthopedic injury. Concussion documentation and a recovery treatment plan from a Healthcare Provider, must be submitted to the school nurse.

Health Curriculum

Health education on the topics of Human Growth and Development, Immune System and Blood Borne Pathogens are presented to students in grades 4 and 5. Detailed information with the date and time of presentation will be sent home to the parent/guardian. Health videos are also available for viewing at home. Please contact the school nurse if you are interested in borrowing a video.

HPSP 5.25

Student Health Emergency Card

Emergency information forms are sent home at the beginning of each school year. These forms will be referenced for the phone numbers of parents, emergency contacts and healthcare provider to be notified in case of illness, injury, 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. Include cell phone numbers and work 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

Emergency transportation will be based upon Hingham EMS point of entry protocols per Hingham Fire Department.

HPSP 6.11

Pets at School

Pets and other animals at school are discouraged due to the increased number of students and staff members with allergies to animals.

Educational Services in Home or Hospital

Upon receipt of a physician's statement for temporary home or hospital admission for a period of not less than fourteen (14) school days in any school year, the principal shall arrange for the provision of educational services in the home or hospital. Such services shall be provided with

sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. 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)).

The principal shall coordinate such services with the adjustment counselor, executive administrative assistant at central, and the nurse for eligible students. Such education services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student’s IEP.

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 a 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, through daily recess periods for elementary students and through a range of after-school programs including intramurals, interscholastic athletics and physical activity clubs.

School Activities and Celebrations with Food

School activities and celebrations that include food will be limited to specific curriculum based activities and special seasonal celebrations. We currently do not allow birthday celebrations that include food in school.

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.

HPSP 6.3 3/28/17

Elementary Homework Guidelines

Homework is an expected part of the educational program of the Hingham Public Schools, for the purpose of providing practice and application, reinforcing study skills, and stimulating independence and responsibility in students. Homework is regularly assigned at the secondary level. The amount, frequency, and degree of difficulty will be based on the abilities and needs of the students and at the discretion of the teacher, balanced with consideration of the social and emotional growth of students and the overall mission of the Hingham Public Schools. Homework guidelines specify the amount and frequency of homework deemed appropriate for each grade level. The schools recognize the role of parents in homework by suggesting ways parents can assist in helping students to carry out assigned responsibilities.

HPSP 5.8 8/25/16

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

1. Guidelines reflect the time that typically might be expected to complete the assignment and may vary according to individual differences.
2. 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.
3. 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.

4. 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

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

Role of the Teacher

1. Teachers should design assignments to accomplish specific purposes that are closely related to learning activities occurring in the classroom.
2. Teachers should articulate assignments carefully and give clear directions for completing the homework task(s).
3. Teachers will assist students in learning and practicing independent study skills, especially in the case of long term assignments.
4. 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.
5. Teachers should plan assignments which encourage and develop voluntary effort, initiative, responsibility, and self-direction in the pupil.
6. Teachers will communicate promptly with student and parents if problems concerning homework arise.

Role of the Student

1. Students are expected to maintain a notebook in which to record each day's homework assignments.

2. Unless otherwise specified by the teacher, students are expected to submit completed homework on the day following the assignment.
3. Homework quality should reflect the students' best efforts and be consistent with the standards for classroom work.
4. Students are expected to work for the time specified (on the following pages), whether or not they are able to fully complete the task(s) assigned.
5. 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

1. Parents are responsible for providing a suitable environment for the child to complete homework requirements and for assisting.
2. Parents are encouraged to participate fully in homework activities that explicitly involve them in discussions or other explorations related to classroom learning activities.
3. Parents are encouraged to foster and support both recreational and assignment related reading.
4. Parents are encouraged to communicate with the teacher whenever concerns arise about homework.
5. 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 comments below 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 or 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 explanation 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 a mathematics exploration (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 in duration, 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 a mathematics exploration (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 in duration, 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 3 and 4. 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.

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.

Lost or Damaged Curriculum Books/Materials

Families reimburse the Hingham Public Schools for lost or damaged curriculum books/materials. Contact the office to make arrangements for the reimbursement of the lost book(s). Families are responsible to pay “replacement cost”.

Lunch Program

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 HPS website. Should your preference be to purchase lunches at school, checks should be written to the 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.

Free and reduced lunches are available to families who qualify. You may apply online, or connect with the school adjustment counselor.

HPSP 7.7; 7.7.1; 7.7.2 8/22/05

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 on the school calendar and Town Hall.

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.

HPSP 6.31 3/28/17

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, 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 or email the principal.

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. School entrances have the capacity for audio and video recording. Following is the Hingham School Department's Video Surveillance Policy:

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.

9/8/14

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.
6. 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.

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 require that you sign in upon arrival and sign out upon departure and out while you are on school grounds.

HPSP 6.12; 6.13 3/28/17

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.

HPSP 6.12; 6.13 3/28/17

II. Family Communication

Court Orders and Legal Documents

Court orders (i.e. Restraining Orders) and legal documents must be filed in the office within twenty-four hours of the legal documents being executed. Any changes in these orders must be communicated to the school administration.

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, adjustment 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 identified on the calendar. You will schedule these conferences online through our website. Approximately 20 minutes are scheduled for each parent meeting. Conferences are not limited to conference 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.

HPSP 5.9 8/25/16

Promotion and Retention Policy

Placement, promotion, or retention decisions shall be made in the best interests of the students after a careful evaluation by the principal, classroom teacher and other specialist of all factors relating to the advantages and disadvantages of alternatives, the final decision shall rest with the building principal.

In retaining or promoting a student, the school will consider not only the student's academic achievement and needs, but the student's age, his social and emotional maturity and needs, and the wishes of the student's parents. At the secondary level, credit guidelines for retention, and graduation and state graduation requirements will be spelled out annually in the Program of Studies booklet and the School Handbook.

Report Cards and Student Assessments

Our report cards are standards based and correlated to the Massachusetts Curriculum Frameworks. Kindergarten, grade 1, grade 2, and grade 3 and grade 2 students receive two progress reports a year.

Students in grades 4 and 5-5 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. The testing calendar is posted on the website, when finalized.

HPSP 5.9	8/25/16
HPSP 5.21	10/17/16

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 administrative assistant to schedule a meeting with building administration. All concerns or appeals will be addressed in a timely manner. This year's testing calendar will be available in the fall on the website.

HPSP 6.20 3/28/17

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.

Student Cumulative Records and Confidentiality

Student cumulative records shall be maintained in accordance with State Department of Education guidelines and be made available for inspection by a parent/legal guardian, or student upon request. These records must be made available no later than two days after the request unless there is mutual consent to a delay. These records must include academic, scholastic, or any other information concerning each student that are kept or are required to be kept.

The official student transcript shall be maintained for 60 years. The student's temporary record shall be destroyed five years after the date of graduation or exit from the school system. Graduating seniors shall be forewarned of this practice and appropriate notification shall be sent to the local newspaper.

Transcripts shall be made available to any student or former student without charge, but charges, not to exceed the cost of duplication, may be made for additional copies.

HPSP 6.22 3/28/17

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 cumulative record.

III. Educational Programs/Instruction

Curriculum

Hingham Public Schools has a comprehensive elementary curriculum. It includes reading/language arts, mathematics, science, health, social studies, computer science, art, music, Spanish, library media, and physical education. Our curriculum is aligned with the Massachusetts Curriculum Frameworks.

Grade level curriculum nights are scheduled annually and noted on the calendar. During this time, the HPS Grade Level Curriculum Summaries are distributed.

HPSP 5.3 4/25/16

Curriculum Specialists

Students in grades K-5 experience physical education, art, music, computer science, Spanish and library media 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.

District Curriculum Accommodation Plan

Introduction to the District Curriculum Accommodation Plan (DCAP)

The adoption of a District Curriculum Accommodation Plan (DCAP) is a requirement of the Commonwealth of Massachusetts ([Massachusetts General Laws Chapter 71 Section 38Q ½](#)). The law states:

School district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in

providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Further, Massachusetts General Laws, Chapter 71, Section 59C goes on to state:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

The DCAP is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in Hingham Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Hingham are continuously monitoring student progress and looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the need of every student, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of potential" is a focus goal included in the mission statement of Hingham Public Schools.

What does a DCAP ensure?

Massachusetts General Laws require school districts to implement District Curriculum Accommodation Plans (DCAPs) to help ensure all efforts have been made to meet students' needs in the general education setting. To that end, the plan ensures:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;

- Assistance to general education staff through professional development and collaboration.

This District Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program **for the benefit of all students**.

What is in Hingham Public Schools' DCAP?

Hingham Public Schools' DCAP is a comprehensive plan that includes the following components:

- Building-based Hingham Tiered Systems of Support/Instructional Support Teams that meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Hingham Public Schools provides a mentoring program for all first-year educators. Year one staff participate in a year-long induction program as well as work with a veteran teacher on a one to one basis.
- Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, METCO, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real-life situations.
- Staff members are able to provide individual accommodations to students on an as-needed basis and specific to the content of a situation as part of the Hingham Tiered Systems of Support/Instructional Support Team problem-solving framework. This document provides an overview of the strategies across the district to support accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues.
- Staff members are able to consult with members of the leadership team, including the Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services, as well as any other department director, principal,

assistant principal, or central office administrator for support and/or direction relative to case management.

- The Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services are further available for consultative support with building principals, as well as department directors.

The DCAP is intended to address seven core strategies across each level:

- **Inclusive Classrooms:** To support general education classroom educators to analyze, accommodate and support the wide variety of learners in their classrooms.
- **Social-Emotional Supports:** To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic program.
- **Academic Supports:** To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic program.
- **Induction & Mentoring:** To ensure all educators are provided a comprehensive induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.
- **Parent Involvement:** To encourage parental involvement in their children's education and to provide formal, and informal, opportunities for home-school collaboration.
- **Responsive & Relevant Curriculum:** To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools.
- **Post-Secondary Success:** To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.

Additional, referral-based supports within Hingham Public Schools:

Title I: Title I is a general education program provided at selected school sites and is funded through a federal grant; funding is subject to change from year to year. Academic tutors and paraeducators provide the following services as deemed appropriate through the Hingham Tiered Systems of Support/Instructional Support Team process:

- Identification of students at risk
- Support within general classroom setting
- Teacher collaboration for instructional support
- Individual or small group instruction as needed
- Alternative strategies
- Preview and review materials and concepts for ELA and mathematics

Reading Programs: Each of the schools, elementary through high school, provide directed reading programs as appropriate to improve achievement among students who are having difficulty and determined eligible through progress monitoring and the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs implemented are as follows:

- Early intervention assessments through nationally normed reading assessments
- Direct instruction in phonics and/or phonology, phonemic awareness, etc.

- Individual or small group instruction as needed
- Core reading/language arts
- Specialized Reading Program

Math Support: Each of the schools, elementary through high school, provide supports in math. Elementary schools provide math support through targeted experiences, as appropriate, to improve achievement among students who are having difficulty, or who need further extension of concepts and skills. Decisions for intervention are made through the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs are as follows:

- Individual or small group instruction
- Core math classes
- Math Plus
- Differentiated classroom instruction
- HMS Title I Math Program
- HMS Math Prep courses (grades 6-8)
- HMS Grade 6 math enrichment course
- HHS Algebra I after-school support class
- HHS MCAS support class

Counseling: School counselors, adjustment counselors, and school psychologists are available, as needed, to provide direct support and intervention as well as serve as a resource for teachers and families. Referrals to outside service providers are also available, as needed.

HINGHAM PUBLIC SCHOOLS

HINGHAM TIERED SYSTEMS OF SUPPORT/INSTRUCTIONAL SUPPORT TEAMS (HTSS/IST)

The Hingham Tiered Systems of Support/Instructional Support Team (HTSS/IST) provides support to teachers as they develop alternatives for students experiencing difficulties (behavioral, social or academic) in the general education classroom. The HTSS/IST is school-based and uses a collaborative problem-solving approach. The HTSS/IST is typically comprised of administrators, teachers, and counseling staff. The HTSS/IST teams schedule regular meetings throughout the year depending on the needs of the students in the building. Classroom teachers typically refer students to the HTSS/IST team, following consultation with the student's parent. The HTSS/IST ensures that the needs of students who are experiencing difficulty in school are identified and that a variety of strategies and interventions are implemented. Structurally, the HTSS/IST team will utilize strategies outlined in the DCAP as the first line of supports for students who may be experiencing difficulty in school. In addition, the support of school psychologists, school counselors, curriculum or technology specialists, administrators, team leaders, and community agencies may provide ideas and/or peer assistance to their colleague, or offer suggestions for better utilization of resources or staff time.

During 6-8 week intervals (may be longer or shorter in duration, depending on the individual needs of the student), the HTSS/IST will check on student progress and make adjustments to the individual problem-solving approaches depending on student response during the preceding 6-8

weeks. If a student experiences success with these classroom-based accommodations, they will continue to be monitored by the HTSS/IST at regular intervals. If a student continues to experience difficulty, even after a series of 2-3 HTSS/IST-monitored interventions, the student may be referred for an evaluation under the Individuals with Disabilities Education Act (IDEA, Special Education law) or under Section 504 of the Rehabilitation Act of 1974 (Section 504, Civil Rights law). It should be noted that teachers, parents, or any other outside professionals/specialists (e.g., pediatricians, etc.), may make a request for the student to be evaluated for Special Education or Section 504 at any time they suspect the student may have a disability or impairment.

Providing quality education to all students and designing schools that promote the development of intellectually, personally and socially competent youth is a multi-dimensional and long-term process. An effective HTSS/IST process is an integral part of Hingham Public Schools. Administrators support, understand and recognize the need for student support so they can establish clear, concise and enforceable policies as a foundation for the HTSS/IST. These leaders will guide the district's efforts to develop well-rounded, responsible, and healthy children.

The basic Hingham Tiered Systems of Support/Instructional Support Team process has several elements including:

- School-based HTSS/ISTs
- Systematic professional methods for identifying and screening identified student needs
- Methods for making formal and appropriate referrals
- Strategies for supporting students' needs

Identification

If the concern originates from school staff, parents, or students, the process begins with completion of a referral form. This form provides the referent with an instrument to document and describe his or her concern. This form is completed and given to the school-based HTSS/IST contact. Once the referral has been received, information is collected regarding the referred student. Information about the student's academic performance, attendance, extracurricular activities, and behaviors of concern may be pertinent. The purpose of this phase is to collect information from as many sources as possible.

Screening

This information is taken to the team for screening. Team members review the data and make a determination as to what might be appropriate next steps. The compiled information provides team members with concrete data used to help determine the need for further action and explore possible avenues for assistance. The data also provide specific, observable information that can be shared with the student and parent about identified concerns. At times, the team may choose to 'table' a referral. The most common next step is talking to the student and/or parent.

Referral and Support

The procedure for contacting students or parents varies depending on many factors. Team members will have personal preferences. Some staff members will prefer to speak to the student first. This gives the student an opportunity to share what he or she thinks explains the concerns. Other staff prefer to talk to the parent first, while others share their concerns with the parent and obtains the parent's perceptions. Staff can also gather information from the parent about what may be happening at home, such as divorce, a new job, a death in the family or other events. After talking to the student, parent, or both, the team member will generally have some additional information with which to make suggestions for appropriate interventions. Intervention may be as simple as getting a tutor for the student or as complicated as referring to an outside agency for further evaluation. Once the next step is determined, it should be documented in the HTSS/IST file and necessary arrangements made for the follow-through on the intervention. Results should be taken back to the team and shared.

The following steps outline the process to support classroom educators with their inquiry relative to the academic or social-emotional success of a student. The process is intended to be completed prior to accessing support from the school's Instructional Support and Intervention Team.

HINGHAM TIERED SYSTEMS OF SUPPORT/INSTRUCTIONAL SUPPORT TEAM FRAMEWORK SUGGESTED STEPS

- **CONSULT** with your student, his or her parents, and other professionals who work/have worked with and/or know the student.
Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.
- **CONSIDER** your student's cultural and linguistic background.
Goal: To determine if a student's limited familiarity of our country or language may be interfering with the student's success at school and to investigate the typical developmental stages of students with limited English proficiency.
- **REVIEW** your student's cumulative record, review academic achievement, and any additional academic or social-emotional data.
Goal: To gather a history of your student's learning, behavioral, vision/hearing screening results, social-emotional strengths and opportunities for growth.
- **OBSERVE** your student across multiple environments.
Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue across multiple contexts and settings.
- **ASSESS** your student's progress in all curriculum areas, including the specialist programs.
Goal: To determine if a common academic demand exacerbates or lessens the issue/s.

- **REVIEW** your student’s work habits.
Goal: Determine the role of organizational and study habits in maintaining the issue/s.
- **IDENTIFY** your student’s learning strengths, interests, and opportunities for growth.
Goal: To use your student’s strengths and interests to support opportunities for growth.
- **PRESENT** your student and information collected to your school-based HTSS/IST to solicit their feedback and suggestions.
Goal: To collaborate with your colleagues to think through possible environmental or instructional accommodations or adjustments to make to ensure student success.
- **CHOOSE AND IMPLEMENT** environmental and/or instructional strategies.
Goal: To implement recommended strategies/adjustments and document progress and results for at least 4-6 weeks.

**HINGHAM PUBLIC SCHOOLS DISTRICT CURRICULUM ACCOMMODATION
PLAN
2018-2019**

Strategy	DCAP Focus	Elementary-Wide Focus
<p>Inclusive Classrooms: To help general education classroom teachers analyze, accommodate and support the wide variety of learners in their classrooms.</p>	<ul style="list-style-type: none"> ● An Instructional Support Team is in place in each school. The role of the Instructional Support Team is to confer with teachers on specific students and offer suggestions for adjusting the learning environment in the general education program and documenting these efforts. ● A focus on technology integration provides opportunities for students to access the curriculum in alternative ways. ● ESL specialists are available to consult with teachers regarding students with limited English proficiency. 	<ul style="list-style-type: none"> ● Differentiated instruction takes place in all classrooms. ● Teachers use flexible grouping. ● Small group instruction in and out of classroom. ● Modification of curriculum and differentiated instruction, to meet needs of all learners. ● Multi-sensory approach to teaching. ● HTSS/IST. ● Use of formal and informal diagnostic tools to assess student needs. ● Teachers meet by grade level and with support staff to confer on best approaches to meeting student needs. ● Teachers continue to study ways to adapt the curriculum using technology (after school and in-school training is also provided). ● Professional development opportunities (both within and outside of district) related to improving curriculum and instruction available to teachers.

<p>Social-Emotional Supports: To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in social-emotional skills and are provided support through a multi-tiered model. ● Special educators consult with regular education teachers on behavioral issues that impact academic progress. ● School counselors offer individual counseling and social skills groups in specific areas. 	<ul style="list-style-type: none"> ● Special educators use an in-class model and resource room model to meet student needs. ● The school counselor is very involved with students and parents. ● Use of the Responsive Classroom principles and practices by school staff. ● School counselors consult with classroom teachers and provide training.
<p>Academic Supports: To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in supportive and academically enriching classrooms. ● The elementary reading program provides a balanced literacy approach that includes individual instruction in areas such as fluency, phonetics, comprehension, and oral reading. ● A primary focus of the current reading program includes a systematic approach to word study as well as flexible grouping. ● The elementary schools implement the RTI model, offering early intervention for students in need. ● Reading Specialists are available at all levels to support “at risk” students. ● To address the specific needs of ELL students, the district is actively training classroom educators in Sheltered English Immersion (SEI) practices. 	<ul style="list-style-type: none"> ● All grade levels use the revised ELA curriculum frameworks and associated Power Standard Documents developed in-district. ● The Massachusetts Frameworks, as updated, are deconstructed and incorporated into all relevant classes. ● All grade levels use a scope and sequence of word study skills. ● Teachers K-3 have been trained in a multi-sensory approach to teaching reading, writing, and spelling. ● Focus on professional development in reading: Balanced Instruction in Reading, Multi-sensory Approach to Teaching Reading. ● On site consultation and training – model lessons, peer observations. ● Use of Literacy Closets to provide books for guided reading. ● Use of DIBELS and other assessments to monitor student needs. ● Reading specialists and special educators support at-risk students. ● RTI identification, early intervention and progress monitoring of students. ● Teacher training in Sheltered English Immersion (SEI), as well as ELL instructional

		strategies has been implemented.
<p>Induction & Mentoring: To ensure all educators are provided a comprehensive Induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.</p>	<ul style="list-style-type: none"> ● Hingham Public Schools has a formal Teacher Induction and Mentoring Program in place to assist teachers who are new to the teaching profession and/or new to the district. ● Hingham’s Professional Development Program requires that teachers meet regularly during the year in study groups to exchange ideas on instructional issues and differentiating teaching. ● Professional development related to classroom management, learning styles, etc. is offered to new teachers. 	<ul style="list-style-type: none"> ● All teachers new to Hingham are assigned a mentor or peer coach to support their induction. ● Substitute coverage is provided, when possible, so that mentor teachers can meet with their mentees. ● Peer observations are conducted by mentor and mentees. ● Grade level and cross grade level meetings are held to share curriculum and teaching strategies. ● Paraeducator training is conducted by professional staff. ● New teachers are allotted time with their mentors throughout the year to discuss curriculum, instruction and school culture topics. ● Faculty meetings allow teachers to share curriculum ideas.
<p>Parent Involvement: To encourage parental involvement in their children’s education.</p>	<ul style="list-style-type: none"> ● Parents are considered to be an integral part of their child’s learning experience. ● An active PTO program and parent volunteer base exists in all schools. ● School Councils participate actively in the annual budget development and in developing school improvement plans. ● School-to-parent communication is in the language of the home. ● Parents are encouraged to contact teachers through email, meetings, websites, etc. about their concerns for their child. 	<ul style="list-style-type: none"> ● Consistent home-school communication exists through newsletters, phone calls, e-mail, and web pages. ● Parents participate in Team Meetings and the decision-making process. ● Parents are part of the interviewing team for new administrative/leadership hires. ● Volunteers assist in and support instruction. ● Special Education Parent Advisory Council exists district-wide. ● Active PTO supports instruction financially and through volunteerism. ● School Council consists of some parent representatives. ● Parent meetings on relevant topics are presented by staff. ● Extensive after-school enrichment program is run by parents.

<p>Responsive & Relevant Curriculum: To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools</p>	<ul style="list-style-type: none"> ● An ongoing curriculum review cycle is in place to examine curriculum and textbooks. In addition, this cycle ensures that curriculum documents are created and/or updated to correlate to the Massachusetts Curriculum Frameworks. ● A process is in place for reviewing the Massachusetts Curriculum Frameworks. The process requires groups of teachers to review the frameworks and determine the level of mastery for each standard. ● The curriculum review process also provides an opportunity to procure supplementary teaching materials for learners at different levels. ● Newly purchased curriculum items are reviewed for universal design. 	<ul style="list-style-type: none"> ● Teachers serve on committees to review frameworks and programs and instructional materials. ● The new Massachusetts Frameworks in math and ELA have been deconstructed and developed into Power Standards. ● Supplementary materials are available for teachers. ● Everyday Math 4, Journeys, and a variety of instructional programs and materials in Science, Technology, and Engineering. ● Programs have been adopted and implemented to support the Massachusetts Frameworks. ● Teachers serve on committees to review and update content area scope & sequence.
<p>Post-Secondary Success: To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.</p>	<ul style="list-style-type: none"> ● Any student who falls into the “Not Meeting Expectations” category on the MCAS qualifies for a Student Success Plan that is individualized to meet his/her needs. 	<ul style="list-style-type: none"> ● Individual Student Success Plans are developed for students at risk. ● Meetings are held with school counselors, support service teachers and classroom teachers to discuss student needs. ● Vertical teams of teachers participate in MCAS data analysis to determine needed action planning.

English Learner Education

The family of every registering student is given a Home Language Survey to complete. The principal must notify the Director of Student Services of any student whose first language is other than English. This student will be assessed by the HPS English Language Learner (EL) teacher. A team of professionals, including the EL teacher, will determine whether this student is eligible for English Language Services.

Any student identified as an English Language Learner (EL) is not automatically eligible for Special Education and/or related services. To be found eligible for Special Education and/or related services a TEAM of professionals, including an ESL teacher, must have formally evaluated, found the student to have a disability, and found the student to not be making effective progress in the regular education classroom, due to the disability. The basis of their decision

cannot be based on the fact that the student is an English Language Learner. Moreover, the needs of English Language Learners should not be confused with those of students with disabilities. If regular education Teams need assistance with this distinction, the EL teacher will be consulted.

Hingham Public Schools will conduct all communication to a family whose first language is other than English in the primary language of the home. Additionally, Hingham Public Schools provides for oral translations of all parent/student/teacher meetings (including Special Education Team Meetings) for individuals who may require it. Hingham Public Schools has ongoing contracts with a number of interpreters for this purpose. If a student or parent requires oral translations in their native language, the School Psychologist/Team Chairperson should notify the Director of Student Services as soon as possible so arrangements can be made to secure native language translation services. This oral translation is then documented in writing in the student record.

Communications with parents are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and generally familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

English Learners are provided the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. Further, English Learners are taught to the same academic standards and curriculum as all students, and are provided the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. All educators in Hingham Public Schools use grade appropriate content objectives for English Learners that are based on the district curriculum across all content areas and are instructed by qualified staff members

Please see the “*English Language Learners Procedures Manual*” for more comprehensive information and related forms.

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.

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.

HPSP 5.14 8/25/16

Reconsideration of Instructional Materials

Instructional materials, including library resources, which may be deemed by some as objectionable, may be considered by others as having sound educational value or worth. Any concerned resident or any employee of the Hingham public Schools may request reconsideration of a text, library book, or other media materials; however, the challenged material will not be removed from use or circulation during the reconsideration process. If any objection cannot be resolved by discussion between the complainant and the appropriate administrator, the complainant will be asked to follow the Procedures for Reconsideration of Instructional materials (see Procedure 5.16A).

HPSP 5.16 8/25/16

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 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 the opportunity to access the general curriculum in the least restrictive environment. 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.

Parents are encouraged to be active participants in the development of their children's educational programs and to meet their child's teacher. Parent workshops/seminars related to special education, are available throughout the school year.

The individualized nature of special education services means that educational programs are developed to meet the unique needs of students. When parents (or students) are concerned about lack of academic progress, or when they believe that a disability may be preventing progress, request a teacher conference as soon as possible, then (if needed) meet with the school psychologist. Appropriate accommodations may be available to assist the student within general education. The school based Instructional Support Team may meet and make recommendations to the teachers, students, and parents.

The classroom teacher, adjustment counselor, speech & language therapist, occupational therapist, physical therapist, behavior therapist, special education teachers, principals, reading specialist, math specialist, reading tutors, math tutors, and school psychologist are members of our Instructional Support Team and/or Special Education Services Team. As members, they provide input (i.e. observation, screening, evaluation, consultation, and/or services) which enables plans to be designed to meet the needs of all students and chart effective progress.

IV. Foster Elementary School

After School Programs

H.A.S.S.(Hingham After School Strings)

<http://hinghamafterschoolstrings.weebly.com/>

All 3rd and 4th grade students are eligible to take group music lessons on the violin, viola or cello in the Hingham After School String program at each elementary school. Your school's H.A.S.S. instructor will visit your child's classroom in September giving demonstrations of each available instrument. If you are not already renting an instrument, we recommend you rent one through Acoustic Strings of New England. For more information about instrument rentals, please go to the Rental Company page on the website.

The classes will be offered for two 15- week semesters. Our tuition rate is \$195.00 per semester. *(Please note that after we receive payment we are unable to provide refunds.)* Students in grade 4 who played string instruments last year will be placed in an advanced second year class and all beginners (3rd or 4th graders) will meet together. Complete class meeting schedules and concert dates will be distributed by the instructor on the first day of class. The class days and times are as follows:

Instructor: Mrs. Cindy Newton

Arrival / Dismissal Procedures

Children are expected to be in their classrooms at 8:20 a.m. If your child arrives after that time, he or she must be signed into the office by a parent or caregiver, unless traffic is backed up at the “Drop Off Loop.”

School dismisses at 2:30 p.m. Students who require early dismissal must have a note for their classroom teacher and be signed out by a parent, guardian, or caregiver. Identification is required, and the person signing the student out must be noted as an emergency contact, or have permission to dismiss from the student’s parent/guardian.

Students are not allowed to take a different bus home. They are, however, allowed to get off at a different stop on their own bus route if they have a note from home. Our bus drivers appreciate receiving these notes as the students get on the buses.

If you plan to pick up your child at school, a note dismissing your child as a “walker” is needed. It should include where you will be meeting: Loop, front of the school, or the classroom opposite the bike rack. During regular arrival and dismissal times, students may be picked up or dropped off at the loop only. Students must load/unload on the passenger side only. Cars must enter the loop and go as far forward toward Downer Avenue as possible. When exiting the loop, it is a right turn only. This ensures that the loop keeps flowing, and everyone is safe. Foster School students are dismissed and supervised by staff as follows: Kindergarten students who are walkers are dismissed to their parents/guardians from the kindergarten entrance; grade one students and other students whose parents/guardians want to pick up “personally” are dismissed to identified adults/older siblings from the classroom door across from the bike rack; walkers and bike riders are dismissed from the classrooms by their teacher

Foster School Traffic Loop: Safety First

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 the arrival and dismissal hours. 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. 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 phones should be turned off upon entering the traffic 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 the traffic.

Cafeteria: Lunches and Snacks

Lunch: Students will have 20 minutes for lunch and an additional 15 minutes for recess daily. Hot lunch is served at a cost of \$3.00 which includes milk. Milk may be purchased individually for a cost of \$.50. Gluten free options are available daily. Free and reduced forms for qualifying families are available in the Foster Main Office. Please refer to the Hingham Schools' website <http://www.hinghamschools.org/> "Administration" "Food Services" for monthly menus and further information.

To make a payment to Food Services by check, please make the check payable to Hingham Public Schools. If paying online, please use the website www.schoolcafe.com. If students forget lunch money, they may borrow from the cafeteria to receive a lunch. Reimbursement for the lunch should be made to the cafeteria the following day. If borrowing becomes habitual, you will be contacted to make other arrangements for payment.

A short break during the school day is provided for students to have a snack. Snacks should be nutritious. In some classrooms, we may have peanut-free environments and families may be

asked to provide peanut-free snacks for their children. Special procedures have been developed for the cafeteria to provide a safe environment for students with allergies.

Classroom Management

Creating classroom rules is an important part of the first week of school. Rules and consequences should allow children to feel safe to take the necessary risks to learn. The process involves teacher and students developing a vision of the classroom and collaboratively writing rules and consequences to support that vision.

Class Rules and Connections to Hingham Rules of the Road

Classroom rules follow and support the Hingham Rules of the Road:

- Treat each other with care and respect.
- Support a positive learning environment.
- Be serious about learning.
- Take care of your school.

Logical consequences are an important part of supportive classroom discipline. In simple terms, the consequence must be related to the deed and the broken rule. Children will learn that consequences will be consistently and democratically implemented.

It is important that the school and home work together to develop appropriate behavior in all children. Accordingly, parents will be notified when their child is experiencing behavior difficulty. Action will be taken to secure compliance with the school's various regulations.

When a student repeatedly functions outside the behavior norms and regulations of the school, we may request that he/she consult with the guidance counselor. A result of this meeting may be extended counseling and the development of an individualized "behavior modification plan."

There are basically four forms of logical consequences that the school may give to those in violation of rules: withholding privileges, making up classroom time, in-house suspension and exclusion (suspended or expelled). A severe clause may be implemented for a set of behaviors that jeopardize the health and safety of the child initiating the behavior of others. Specifically, fighting, harassment, vandalism, and racial slurs will require that the parent meet with the principal, teacher, school adjustment counselor, and child before the student is permitted back into the classroom and school life.

Messages

Communication between home and school is essential. Parents can exchange day to day information best by sending a note to the classroom teacher with their child or by sending an email directly to the classroom teacher. The office telephone is available for students to call home in an emergency only. Use of phones require teacher permission. Phone calls will not be permitted for forgotten items such as homework, sneakers, or after school plans with friends.

Items forgotten at home can be delivered to the office, with the student name and teacher tagged on the item. The office staff will notify the teacher by email that the item is available for pickup in the office.

Student Absences: Parents are asked to phone in student absences or tardies prior to 8:15 AM by calling the Attendance Line at Foster. We appreciate parents emailing or calling teachers to notify teachers of the child's absence, however, it is essential parents notify the office by phone. The office will not know of communication with the classroom teacher and will call home to confirm the location of your child.

Newsletters

Foster Family Facts is emailed to families on a regular basis. Foster Family Facts includes information about upcoming events, important dates, PTO news, etc. If you do not have access to the internet, to receive a printed copy of the Foster Family Facts, please contact the office at 781-741-1520.

Parking

Visitor parking spaces can be found in front of the school as well as in the school's main parking lot. There is limited parking at Foster Elementary and we encourage families to walk or carpool during school events.

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 Wilcox 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.

Photography and Videography

From time to time we photograph or video students for use on the school website, Twitter, local news, teacher trainings, etc. If you do not wish to have your child photographed or videotaped, there is a notification sent home on the first day of school to indicate such a request. If you need to change a preference during the school year, please send a written request to the office.

Playground

On snowy days, children wear boots and snow pants or they will have to play only on the blacktop. There will not be outdoor recess if it is raining or if the temperature/wind chill exceeds safety recommendations for outdoor activity. Our Foster School weather station enables us to have “up to date” information in making decisions about recess. During school hours the playground is for Foster students only.

School Meetings

Students and staff of the Foster Community participate in monthly Celebrations. In the early fall months and late spring months All-School Celebrations are held outside with the entire school community. During the winter months we hold two celebrations, with half of our students present at each celebration, due to space restrictions within the school.

School Schedule

The school day at Foster begins at 8:20. Children may enter the building no earlier than 8:00 AM. Those who arrive between 8:00 and 8:10 can read a book from home in the library until they are called to go to class at 8:10. The school day ends at 2:30. Walkers and students who are being picked up by parents / guardians will be dismissed prior to dismissal of busses. On all early release days, students will be dismissed at 11:30.

Six Day Cycle

The Hingham Elementary Schools operate on a six day cycle. Each day of the cycle, students will attend specialist classes once per day. The specialists classes include Art, Physical Education, Spanish, Computer Science, Library/Media Center and General Music (Grades K-4) or (Grade 5 choice) Band, Strings, or Chorus.

Student Behavior

At Foster we promote Kindness as reflected with our motto “ Be Kinder than Necessary.” Additionally at Foster we are fostering good citizens through our daily interactions within our classroom communities, the building community, and the outside community. It is important that families and schools work together to help students achieve high academic standards. Through a process that involves 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

