

CARVER ELEMENTARY

STUDENT HANDBOOK

2025



Clémence Duffy

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HANDBOOK TRANSLATION

- **English:** If you need this, or any other document translated into a different language, please notify the building principal.
- **French:** Si vous avez besoin d'une traduction de ce document ou d'un autre document, veuillez le signaler à la directrice du lycée.
- **Spanish:** Si necesita una traducción de este documento u otros documentos, por favor notifique Ud. a la directora de la escuela.
- **Portuguese:** Se necessita isto, ou qualquer outro documento traduzido numa linguagem diferente, por favor notifique o director de escola.

[Google Translate](#) | [Google dıch](#) | [Traductor de google](#) | [Google Tradutor](#) | [Google Překladač](#) | [جوجل المترجم](#)

VISION STATEMENT

All Carver Public School students will respect the rights and diversity of others, think creatively and critically, learn continually, and contribute to their community. The students will be challenged by a purposeful and relevant curriculum, one that is essential to the human experience.

Staff, parents, community members and businesses will join in a partnership committed to high standards and dedicated to continuous improvement.

MISSION STATEMENT

It is the goal of Carver Elementary School to actively establish and maintain both a respectful and caring learning environment. We believe that the social curriculum is as important as the academic curriculum. The development of positive behavior in elementary school is a learning process that has a positive effect on the student. Carver Elementary School's core values of Cooperation, Assertiveness, Responsibility, Empathy, and Showing Self-control, are designed to help every student develop self-regulation, positive sense of self, and an appreciation of the rights of others. Carver Elementary School understands that discipline begins in the home and is the responsibility of the parents to develop these qualities and knows that it is an ongoing partnership between home and school.

CORE VALUES

- All students can be successful
- Learning is ongoing and lifelong
- Decisions should be made in the best interest of the students
- Everyone should be treated with dignity and respect
- School, home, and community partnerships are vital for continuous learning and growth.

SSS/PBIS

I am Respectful, I am Responsible, I am Ready To Learn!



Carver Elementary School

85 Main Street, Carver, Massachusetts 02330

ph. (508) 866-6220 fax: (508) 866-6845 www.carver.org

Ruby Maestas, Principal
maestasr@carver.org

Dr. Naomi Stahl, PreK-2 Associate Principal
stahln@carver.org

Dr. Jessica Penella, 3-5 Associate Principal
penellaj@carver.org

August 2025

Dear Parents and Guardians,

Welcome to the 2025-2026 school year at Carver Elementary School. We are filled with excitement to see your children and get started at school this fall. Our team of educators and educational support paraprofessionals are committed to their ongoing growth and learning for the benefit of your child. The more that we understand about child growth and development, the better we can support you and your child.

As many of you already know, each year we open the school year with a theme. Our theme this year is "Champion of Change." This theme conveys the message that each student can bring change to support all aspects of their school community by using their unique strengths, characteristics, and contributions. Many of our students do so much both in school and out of school to support their community, and we want to acknowledge and celebrate these students. We aim to expand on this theme at all school assemblies and other events throughout the school year. Thank you for your continued partnership and support in helping Carver Elementary teachers and staff as we work together with you to increase student achievement and create a thriving school-wide community.

The staff and I are honored to be a part of this community, and we are filled with inspiration as we embark on this next school year. Thank you for all your support, and we look forward to working with you as we dive into the new school year.

Sincerely,

Ruby Maestas
Principal, Carver Elementary

DIRECTORY

COMMITTEES & COUNCILS

CARVER SCHOOL COMMITTEE

SchoolCommittee@carver.org

Stephanie Clougherty, Chair
Jackie Lake, Member

Kelley Niemi, Vice Chair
Bill Collum, Member

Katie Sullivan, Secretary

The Carver School Committee regularly meets each month. Meetings are posted in the Superintendent's Office, Carver Town Hall and in all public school buildings.

CARVER SCHOOL DEPARTMENT

ADMINISTRATION

Scott Knief	Superintendent	(508) 866-6160
John Mills	Director of Curriculum, Instruction and Assessment	(508) 866-6172
Ron Griffin	Chief Operations and Finance Officer	(508) 866-6110
Melissa Leary	Director of Special Education	(508) 866-6190
Brian Mahoney	Director of Information Technology	(508) 866-6180

ELEMENTARY SCHOOL ADMINISTRATION

Ruby Maestas	Principal	(508) 866-6211
Dr. Jessica Penella	Associate Principal	(508) 866-6221
Dr. Naomi Stahl	Associate Principal	(508) 866-6212

TRANSPORTATION

Maureen Siedentopf	Director of Transportation	(508) 866-9627
Kimberly Mitchell	Transportation Clerk	(508) 866-6420

FOOD SERVICES

Theresa Vernazzaro	Director of Food Services	(508) 866-6137
Roseanne Carvalho	Cafeteria Manager, Preschool-5	(508) 866-6230

HEALTH SERVICES

Vira Berkobein	School Nurse	(508) 866-6215
Sarah Goldstein	School Nurse	(508) 866-6225

BUILDING & GROUNDS

David Siedentopf	Director of Operations & Maintenance	(508) 465-9030
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SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION - CARVER PUBLIC SCHOOLS

Title VI of the Civil Rights Act of 1964

Coordinator: Scott E. Knief, Superintendent, (508) 866-6160

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Coordinator: Scott Knief, (508) 866-6103

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment (MGL Ch.151B, S3A)

Section 504 of the Rehabilitation Act of 1973

Coordinator: Scott E. Knief, Superintendent, (508) 866-6160

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that the public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

American with Disabilities Act of 1990

Coordinator: Melissa Leary, (508) 866-6190

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph" (34 CFR 35.107(a)).

Bullying/Harassment Coordinator

Coordinator: Christine Cabral, (508) 866-6132

Carver Public Schools is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

Equal Educational Opportunities Act of 1974**Coordinator: Melissa Leary, (508) 866-6190**

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (20 USC S1203(f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)**Coordinator: Scott E. Knief, Superintendent, (508) 866-6160**

This state law provided that “no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.”

Title I of the Elementary and Secondary Education Act of 1965 -**Coordinator: John Mills, (508) 866-6172**

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student’s language needs rather than providing an ESL program/class).

Chapter 688 (Transition Planning)**Coordinator: Melissa Leary, (508) 866-6190**

School Districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student’s eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget requests that it submits to the state legislature every year.

McKinney-Vento Homeless Education Assistance Act**Coordinator: Melissa Leary, (508) 866-6190**

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Public Schools' Grievance Procedure as Pertains to Civil Rights Law

This grievance procedure is established to meet the requirements of the *Americans with Disabilities Act*. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by Carver Public Schools.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request. The complaint should be submitted by the grievant and/or his/her designee as soon as possible but not later than 60 days after the alleged violation.

Within 15 calendar days after receipt of the complaint, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, the Coordinator will respond in writing, and, where appropriate, in a format accessible to the complainant, such as large print, Braille, or audio tape. The response will explain the position of Carver Public Schools and offer options for substantive resolution of the complaint.

If the response does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA coordinator within 15 calendar days after the receipt of the response to the School Committee or their designee. Within 15 calendar days after receipt of the appeal, the School Committee or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting the School Committee or their designee, they will respond in writing, and, where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by Carver Public Schools, appeals to the School Committee or their designee, and responses from the ADA Coordinator and/or her designee will be kept by Carver Public Schools for at least three years.

SCHOOL CALENDAR

Wednesday, August 27, 2025	School Begins (Grades 1-12)
Wednesday, September 3, 2025	Kindergarten Begins, Preschool Begins
Monday, October 13, 2025	No School - Indigenous Peoples Day
Tuesday, November 11, 2025	No School – Veterans Day
Thursday, Nov. 27 and Friday, Nov. 28, 2025	No School - Thanksgiving Recess
December 24, 2025 through January 3, 2026	December Recess
Monday, January 19, 2026	No School - Martin Luther King Day
February 16, 2026 through February 20, 2026	Winter Recess
Friday, April 3, 2026	No School - Good Friday
April 20, 2026 through April 24, 2026	Spring Recess
Monday, May 25, 2026	No School – Memorial Day

EARLY RELEASE DAYS

Early Release Days are used for parent teacher conferences, curriculum development and coordination, grade level meetings, etc.

Wednesday, September 17, 2025
Thursday, October 23, 2025 (CMHS only)
Thursday, November 6, 2025
Wednesday, November 26, 2025
Friday, January 16, 2026
Wednesday, February 11, 2026
Wednesday, March 11, 2026 (CMHS only)
Thursday, March 26, 2026 (CES only)
Friday, April 17, 2026
Friday, May 1, 2026 (CMHS only)
Friday, May 22, 2026 (CES only)
Monday, June 15, 2026 (180 days)

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEMS (MCAS)

Carver Elementary will participate fully using the computer based assessment in grades 3 through 5 during the Spring of 2026.

The Department of Elementary and Secondary Education requires all public school students in Massachusetts to take the statewide assessment. This includes students with disabilities and English Language Learners. For planning purposes, the Massachusetts Department of Elementary and Secondary Education provides districts with testing windows for each test session. All test sessions, including test make-ups, must be completed during these testing windows. Carver Elementary School will determine the specific date of each testing session. Please be advised that all students in testing grades are expected to be in school during the testing window unless they are ill. Family vacations should not be planned during the testing periods below.

The testing windows for the 2025-2026 MCAS will be forthcoming.

Grades 3 - 5: The dates will be determined by the Department of Elementary and Secondary Education. Carver Elementary will notify guardians when the dates have been set.

SCHOOL INFORMATION

HOURS:

Kindergarten through Grades 5	8:15 AM – 2:45 PM
*Preschool	
AM Session	8:15 AM – 10:45 AM
PM Session	12:15 PM – 2:45 PM
School Building Office Hours:	8:00 AM – 3:30 PM

*Please refer to the Preschool Handbook for more detailed information on the Preschool Program.

ARRIVAL/ END OF DAY DISMISSAL

Please note that when designing our arrival and dismissal procedures, the efficiency and safety of our staff, families and students is our priority. We will be using PICK UP PATROL for end of day dismissal and ask that parents/guardians set up an account. This will help to facilitate a safe and orderly parent pick up.

Parent drop off will take place from 8:00 AM - 8:15 AM
Coyote Car Rider pick up will take place from 2:45 PM - 3:00 PM

ASPEN FAMILY PORTAL

Aspen is our student portal system that is used to store students' demographic and academic information. It is being used to both keep student records and communicate with families via email. Report cards are now published through Aspen and using the Family Portal, you are able to see grades and attendance.

Here is a link to more information: [Aspen Family Portal Information Sheet](#)

PICKUP PATROL

PickUp Patrol is a cloud-based application that eliminates the need for notes and phone calls, and streamlines the *after-school dismissal* process for teachers as well as parents and their students. All families must set up a PickUp Patrol account once they receive an invitation email from PickUp Patrol. This will assist us in the event of an emergency evacuation.

How it Works: Families use PickUp Patrol from their smartphone or computer. To make a dismissal change, you simply login, select a date, choose your child and dismissal option, and press submit. Families are asked to set their child's Default Plan, which is their usual dismissal plan for every day.

You can make plan changes at your convenience, and submit them days, weeks, or even months in advance. Changes for a student's dismissal must be made by 1:45pm in PickUp Patrol. For added security, you'll receive a confirmation email each time a change is made.

For information on how PickUp Patrol works, please go to the PickUp Patrol website which can be found at <http://www.pickuppatrol.net/WatchADemo#vid1>.

REPORTING ABSENCES

Parents/guardians are requested to contact cesabsent@carver.org when their child is absent. When a student is unable to attend school, a parent should inform the school prior to 8:15 AM with the following information: student's name, teacher, and reason for the absence. Parents will be contacted the day their student is absent if we have not received the absence communication. A student will be considered absent from school if they arrive after or leave before 11:30 AM of any school day. An absence of more than 5 days and/or absence resulting from illness/injury will require a doctor's certificate to return to school.

REPORT CARDS/CONFERENCES

Kindergarten – Grade 5

Marks Close:

Term 1 – Wednesday, November 26, 2025

Term 2 – Wednesday, March 11, 2026

Term 3 – Last Day of School

Report Cards Issued:

Term 1 – Friday, December 12, 2025

Term 2 – Friday, March 20, 2026

Term 3 – Last Day of School

Parent/Teacher Conferences:

Thursday, November 6, 2025 (PreK - Grade 5)

Thursday, March 26, 2026 (PreK - Grade 5)

For all grade levels, the school will schedule and publish dates for afternoon and evening conferences; however, parent/guardian conferences are encouraged throughout the year. All conferences must be scheduled with teachers in advance. If parents are separated or divorced, both parents are welcome to attend the same conference so that all parties hear the same message.

WEBSITE/SMART PHONE/ASPEN Communications

The Carver Public Schools has established a website on the Internet. The web address is www.carver.org.

Carver Elementary School community uses Aspen to send email communications to families. Please ensure you have provided us with your email address.

We also use SchoolStatus to communicate with families for both individual and schoolwide information. Families will receive an invitation from their child's teacher once the school year begins. Accept the invitation and set up language preferences.

SCHOOL CANCELLATIONS/DELAYED OPENINGS

In the event of school cancellations for Carver Public Schools, a phone call will be made and the following stations notified: WATD 95.9 FM, WBZ 1030 AM, WRKO 680 AM, WBMX 98.5 FM, and TV Channels 4, 5 and 7. You also may call the district bulletin board number at (508) 866-6200 for cancellations. Please turn to more than one TV station since we cannot always reach each station in a timely manner. DO NOT call the police department; they will simply refer you to the radio or TV. In the event of a loss of power, you may call Carver's Emergency Management office at (508) 866-5219.

On occasion, it may become necessary to close school early due to an emergency, or delay the opening of school for one to two hours. In such cases, announcements will be made through the same stations listed above. A one or two hour delayed opening would mean that school would start one or two hours later (students should be at their bus stops one or two hours later), and that school would still end at the regular time (the school day would not be extended). In the event of early or emergency dismissal, it is the responsibility of the parent/guardian to have an alternate plan in place for their child.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 763 requires all schools from Pre-K to Grade 12 to conduct inspections to determine if they contain asbestos-containing building materials (ACBM). If they do contain these materials, the ACBM must be categorized according to the type of material, its location, current damage, and its potential for future damage.

Also, a detailed Asbestos Management Plan must be developed. The Management Plan details the inspection findings and outlines the response actions the School Board intends to implement.

The School District has an AHERA compliance file located in the Carver Elementary office. The provisions of the plan are being implemented in a timely and on-going fashion. It is the District's desire to provide a safe and healthy facility for all students, employees and visitors.

VOLUNTEER/CHAPERONE PROGRAM

The Carver Public Schools welcomes volunteers in our buildings and/or attending class field trips. Parents or community residents interested in participating in the volunteer program must complete the following steps: complete a volunteer application, a CORI through the Carver Public Schools, attend a mandatory volunteer orientation training that is offered periodically throughout the year and sign a Code of Ethics form. If you plan to chaperone a class field trip, please consider attending the volunteer training early in the fall. Fingerprint-based state and national background checks may also be required in some circumstances. Volunteers are trained to assist teachers in classrooms or with clerical activities and other related activities. Volunteers must check in with the Carver Elementary School security desk when arriving and provide appropriate picture identification. Each volunteer is required to wear a temporary visitor badge obtained from the security desk. For additional information please call (508)866-6210/(508) 866-6220.

FAMILY VISITS

Families are always welcome to visit the school. It is requested that arrangements be made in advance with the teacher to visit the classroom. Families and visitors must check in with the Carver Elementary School security office when arriving and provide an appropriate picture identification. Under no circumstances may a visitor go directly into a classroom or other area of the school building, without permission from the school office. Each visitor must wear a temporary visitor badge obtained from the office. If a visitor chooses to become a volunteer, please refer to the above Volunteer Program policy.

PARENT INFORMATION and PTO

Our school is pleased to have a parent organization that functions not only as a support group, but also in advisory capacities. All parents are encouraged to attend meetings of this organization and become active members. For more information, please call the P.T.O. at (508) 866-6415 or visit the P.T.O. website at www.carverpto.org. Parent/Caregiver groups also exist for Early Childhood Education, Special Education, and Title One Programs.

BEFORE AND AFTER SCHOOL PROGRAM

The Old Colony YMCA offers childcare for parents before school and after school for students in grades K-5. Parents must enroll their children through the YMCA. They may be contacted at (508) 889-8217 for questions regarding fees, hours of operation and availability.

BEFORE AND AFTER SCHOOL ACTIVITIES

Carver Elementary School is proud to offer opportunities for all students before and after school. Families should check their email and SchoolStatus for any communication updates regularly and should be punctual while picking up their child. Students participating in these activities must follow our Code of Conduct. In some instances, teachers/admin may withhold participation due to behavior.

CONSENT FORMS

The following forms must be completed through the Aspen Parent Portal at the beginning of each school year. Once completed click submit and we will receive a notification that these consents have been received.

1. User Agreement for Participation in an Electronic Communications System
2. Parental Consent Form for Publication of Pictures
3. Parent Signature for Handbook Review

CARVER SCHOOL COMMITTEE MEETINGS

The Carver School Committee regularly meets at 7:00 PM each month in the Carver Town Hall. Meetings are posted in the Superintendent's Office, Carver Town Hall and all public school buildings. The public is welcome to attend. Agendas may be picked up at the Superintendent's office, are posted in the Carver Elementary School, on the Town of Carver website, and are posted on the Carver Cable Access Television Channel (CCAT).

CARVER ELEMENTARY SCHOOL COUNCIL

The Carver Elementary School Council regularly meets at 3:00 PM on the second Wednesday of each month in the Carver Elementary School conference room. School Councils are comprised of the principal, parents, teachers and community members. School Councils enhance site-based decision-making and increase participation of the community in the school. A parent representative must have a child attending the school and must commit to a one to two year term. The PTO holds elections for School Council in the fall.

HOMEWORK POLICIES

The philosophy of the teachers at Carver Elementary School is that homework is an extension of your child's learning process. Homework should be a relevant and authentic learning experience that occurs in the home. The homework process serves to teach self-discipline, time management and responsibility; healthy study habits. Developing good work habits within school and at home is an integral part of a child's educational growth.

In an effort to assist students in developing good work habits in school and at home, an assignment book will be provided to all students in Grades 4-5. Increased independence is encouraged as students progress through the grades.

Students are responsible to keep track of all homework assignments. They should plan appropriate time to complete assignments. In addition to regular nightly assignments, students may need to set aside additional time for the completion of long-range assignments such as research papers, book projects and writing assignments.

Grade levels have developed systems and plans to communicate homework expectations to assist students and families. In September, grade levels make available their class homework schedules and other requirements.

The following is an outline of nightly homework expectations in grades K-5:

Carver Elementary School's Homework Expectations

	ELA	Math	Other
Kindergarten	Be read to/read for 20 minutes Practice paper readers Practice snap words	Monthly Bridges Home Connection Practice counting to 100	Families are encouraged to complete thematic family projects in November and March.
Grade 1	Be read to/read for 20 minutes Practice paper readers Practice snap words	1 double-sided Bridges Home Connection worksheet per week (beginning midyear)	Monthly reading log Character Book Report in October Animal Investigation report in May
Grade 2	Reading 20 minutes SNAP word practice Spelling of SNAP words	1-2 double-sided Bridges Home Connection per week	Weekly homework log signed by parents daily
Grade 3	Reading 90 minutes per week with a reading log signed by a parent Comprehension activity	1-2 double-sided Bridges Home Connection per week	MCAS Problem of the week for reading and math
Grade 4	Weekly reading log - read 30 minutes per night Comprehension activity	2 double-sided Bridges Home Connection per week	MCAS Problem of the week for reading and math
Grade 5	Read 100 minutes per week. Reading response choice board based on daily reading requirements, articles, and/or grammar assigned weekly.	2-3 double-sided Bridges Home Connection per week	MCAS Problems of the week for reading and math

* Parents/Guardians: The homework may be adjusted as the year progresses. Teachers will keep families updated on any changes.

2025-2026

* Parents/Guardians: The homework may be adjusted as the year progresses. Teachers will keep families updated on any changes.

MASSACHUSETTS CURRICULUM FRAMEWORKS

Curriculum development at Carver Elementary is aligned with best practice and the Massachusetts Curriculum Frameworks. For more information on the Curriculum Frameworks, please visit www.doe.mass.edu/frameworks/

TESTING

From time to time, at various grade levels, students will be tested using national, state or locally developed assessments. Students and parents will be informed when such testing is scheduled.

ATTENDANCE

The education of children is a responsibility shared by the school and families. Student absences, tardiness and early dismissals affect the learning process. Therefore students are expected to be in attendance every day of the school year from 8:15-2:45. Students should be home when they are ill; otherwise, all efforts should be made to have them in school. Every effort should be made for appointments to be outside of school hours and recreational trips scheduled during school vacations.

Carver Elementary School makes every effort to consider absences and support students attending school. Repeated occurrences for reasons other than illness or emergency shall be treated as an area for concern and will be treated as such. Absence including non-school vacations and tardiness shall not constitute an excuse for missed lessons, assignments or tests.

Under Massachusetts General Laws Chapter 76, Section 1 states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven days or fourteen half-days in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar. Parents/guardians are required under the law to ensure regular school attendance of their children and are subject to a fine for failure to comply with the law. If a child is absent for five (5) or more consecutive days, a doctor's note (certificate) is required when the child returns to school. Failure to provide a medical note will result in the absence being considered unexcused.

ABSENCES-PLANNED:

School vacations are planned well in advance, at appropriate intervals during the school year and parents should make family plans accordingly. It should be realized that teachers cannot realistically provide work in advance of absences. When a student returns to school, they shall complete work not available during their absence.

TARDY TO SCHOOL:

Students are expected to be in school on time. A student will be considered tardy to school if they arrive after 8:15 A.M.

ABSENCES-EXCESSIVE:

In all circumstances families are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

When a student reaches:

A. 10% absences

- a. The school will send a letter with student attendance concerns.
- b. The parent/guardian *may* be asked to attend a school meeting (with the student present) at this time.
 - i. The goals of the meeting will be to connect and offer support for the parents, educate about the impact of school absences/tardies, and help students problem-solve and increase ownership of their attendance.

B. 15% absences

- a. The school will send a second letter that documents the continued attendance concerns.
- b. Communication will be made to request that a parent/guardian come to school for a meeting which may include the student, to discuss significant concerns regarding the student's attendance.
- c. A third letter will be mailed to the student's parent/guardian reiterating and documenting the significant concerns voiced by administration regarding the student's attendance.

If a student's absences or tardies occur on a regular basis and impede their progress, the school as a mandated reporter may consider filing a CRA (Child Requiring Assistance).

Additional information about judicial involvement and Child Requiring Assistance Cases can be found here:

<https://www.mass.gov/child-requiring-assistance-cases>

HEALTH OFFICE INFORMATION

First Aid/Emergencies. If a sudden illness or accident occurs, the school nurse will administer first aid immediately and will notify the parents if necessary. If the illness or injury requires that the child be dismissed from school, parents must assume the responsibility of transporting their children home. If a family member cannot be reached, an approved adult on the child's emergency card will be called. If no approved adult can be reached, the child will remain in the health office until contact is made. If there is an extreme emergency requiring immediate medical attention, the child will be transported via Carver ambulance to the hospital.

Injuries. Written notification from a parent is required when it is necessary to excuse a child from physical education. If the child is to be excused for more than one PE class, a note from the physician is required. Please notify the nurse if a child has an injury which may impact them at school. If a child has an injury that requires crutches or any other orthopedic device, a note from the physician must accompany the child when returning to school. Such notifications should clearly detail all restrictions and identify the date when participation in the physical education program may resume.

Fever. Students with a fever should remain home until they are fever free for 24 hours without the aid of a fever reducing medication. Fever is a body temperature greater than 100.4.

Medical Absences. Any child who has been absent must bring a note or email cesabsent@carver.org when returning to school. Absences for medical reasons should be followed by a medical provider's note whenever possible. The note must be signed by a parent/guardian and should specify why the child was absent, indicating the specific type of illness so outbreaks of common illness can be monitored.

Medication Policy. The Carver Elementary School encourages parents, whenever possible, to administer medications before and/or after school.

Medications (prescription and over-the-counter) needed during school hours require a physician's order and written consent from the parent/guardian.

All medications must be in a pharmacy or manufacturer labeled container. The pharmacy will provide an additional bottle for school use.

With the exceptions below, all medications must be delivered to the school by a parent or responsible adult. No child is permitted to bring medication to school. Medications will be stored in the health office.

A child may be allowed to carry his/her own EpiPen or inhaler with parent and school nurse approval.

Please notify the nurse if there are any changes to your child's medication or if your child begins or stops taking any medication.

Medication orders from the physician and parental consent must be renewed each school year.

Head Lice. If a child is found to have head lice, his/her parent or guardian will be notified so that the parent or guardian can arrange for appropriate treatment. Families are encouraged to ask the school nurse or call their health care provider for treatment information. School or classroom wide checks are not recommended by the Massachusetts Department of Public Health.

Extra Clothes. We recommend keeping a change of clothes in your child's backpack. Our supply of clothing is very limited and we often have to call home or work to have clothes brought to school. Having their own clothes allows for a quick change and return to class, while avoiding interruption to your day.

Allergies. Due to the number of students in our school with food allergies, sharing snacks and lunch with other students is not allowed. Please speak with your child's teacher before sending in food to be shared with the entire class. You will be notified by your child's teacher and/or the school nurse if it becomes necessary to restrict certain foods from a classroom.

HEALTH AND WELLNESS

We are dedicated to promoting the health and wellness of students and staff through education and initiatives that; encourage life-long habits of wellness, promote good nutrition, provide fitness opportunities, develop social emotional learning skills, and empower individuals to take responsibility for their own health.

There are water filling stations available to students, and we encourage students to hydrate throughout the day. Energy drinks are discouraged.

We ask that parents provide lunches and snacks that support a healthy environment in our schools.

Carver Public Schools has a Health and Wellness Plan available to access: [CPS Wellness Plan 3.2023](#)

INAPPROPRIATE ARTICLES IN SCHOOL

Articles that present a risk of danger or disruption to an appropriate learning environment are not allowed in school. These may include, but are not limited to toys, hardballs, and trading cards. Weapons of any type are prohibited. Toy weapons such as guns, knives, etc.as well as matches and lighters are not allowed in

school at any time. The school will not accept responsibility for lost or damaged toys, etc. Teachers will take inappropriate articles from students and parents will be informed.

In an effort to maintain a latex safe environment in school, latex balloons will not be allowed in school or on school grounds. Mylar or non-latex balloons are acceptable.

Search and Seizure: Students and their personal effects are subject to reasonable search and seizure when school staff has a reasonable, individualized suspicion that the search will produce evidence of a violation of school rules or of the law. In addition, in the event of a health and safety emergency, students and their personal effects are subject to search and seizure on a random and/or systematic basis. Lockers and desks assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time.

In addition to any applicable discipline, staff will take inappropriate articles from students and parents will be informed.

ELECTRONIC DEVICES

Electronic devices such as cell phones and handheld video games are not allowed in school or during before/after school activities. Cameras are not permitted without teacher approval. Students are prohibited from taking photographs of peers without permission from school personnel during the school day, on the school bus, and before/after school activities. Communication during the school day will be from school staff to home. Communication should not be done directly by students from a personal device, including a Smartwatch or cell phone. Staff will take unauthorized devices from students, and a parent/guardian will be informed to retrieve them from the main office. If families request that their child have a cell phone, they must contact the administration for consideration and approval.

SOCIAL MEDIA

We want to work with families as partners in educating our students to navigate online safety. Students participate in digital literacy in their homeroom classes, in technology class, and during Library/Media classes. We also sponsor student trainings by the Assistant District Attorney. During the presentations, the Assistant DA focuses on the information below.

Digital Footprint: What it is and why it is important. Students should be careful about what they share because it will follow them forever.

Strangers: Online ‘friends’ are still strangers. Students should remember not to share any information with anyone online. Examples were given on how easily even brief information could identify your hometown and exact home address.

Cyberbullying: The use of technology to hurt, threaten, harass, tease, or target another person.

Communicate with Parents/Guardians: Share with your parents/guardians what you have downloaded, the sites you have visited, and who you are communicating with online.

Our website includes online resources with tips and suggestions for families on technology use at home:

[Family Helps for Technology Use | Carver Public Schools](#)

INSTRUCTIONAL SUPPORT TEAM (IST)

The Elementary School has set up a student identification process for students who experience educational difficulties. In compliance with the Department of Elementary and Secondary Education requirements, every effort must be made to meet the child's needs within the regular education program. The Instructional Support Team, composed of regular education and special education teachers, specialists and administrators, works with the classroom teacher to implement strategies and modifications within the regular education program. If these interventions are unsuccessful or deemed inappropriate for a particular student, the IST refers the students for a formal special educational evaluation or to other services if deemed appropriate. Parents will be notified in advance of an IST meeting.

KINDERGARTEN REGISTRATION/SCREENING

Kindergarten registration and initial screening, including vision/hearing screening, will be held in the spring of the current school year. The developmental portion of the screening will be held late August or early September. The purpose of the screening is to identify any special needs a child may have, and to provide the student with help if needed. Specific information regarding both kindergarten registration and screening will be made available to parents/guardians at the start of either process.

LIVE ANIMALS TO SCHOOL

Children who wish to bring live animals or pets to school must first seek the approval of their teacher. Families must provide transportation for these animals, as they will not be allowed on school buses. Appropriate cages or boxes are required. No animal that causes harm to others or damage to school property may remain in school.

Pursuant to the Americans with Disabilities Act and federal regulations at 28 CRF Part 35, the Carver Public Schools will generally permit the use of service animals in all facilities and programs except as described herein.

Definitions:

"Service animal" means any dog that is individually trained to work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual or other mental disability. The work that is performed by a service animal must be directly related to the handler's disability and may include, but is not limited to, assisting an individual with navigation, pulling a wheelchair, assisting an individual during a seizure, alerting individuals with impaired hearing to intruders or sounds, alerting individuals to the presence of allergens, retrieving items, providing physical support and assistance with balance and stability. Provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this policy or the ADA, however, trained miniature horses may be permissible as service animals under certain conditions.

Use of Service Animals by students, staff and visitors:

Student requests for service animal accommodations, including requests to have a service animal accompany a student in classrooms will be assessed through the 504 Team or IEP Team procedures. These Teams will determine whether or not the student requires the accommodation of a service animal in order to receive a free and appropriate public education. Questions about the use of service animals for students can be directed to the Pupil Personnel/ Special Education Office.

Employee requests for disability accommodations, including requests to have a service animal at work, will be handled through the district's employee accommodation procedures consistent with the Americans with Disabilities Act and school district policy. Employees may contact the Superintendent of Schools with any questions regarding the use of service animals.

Visitors who require the assistance of a service animal are welcome in all areas of Carver Public Schools, subject to the limitations below. Any questions regarding the use of service animals by visitors to the school may be directed to the Superintendent or the building principal. Carver Public Schools shall not be responsible for the care and/or supervision of a service animal.

LOST AND FOUND

At the end of each month, unclaimed articles are donated to charity. Families are advised to label all articles of clothing, lunchboxes, etc. The lost and found area for the Carver Elementary School is located outside the entrance of the cafeteria.

DESTRUCTION OF PROPERTY

Should school property be destroyed by a student, it is also the responsibility of the family to pay for the replacement or repair of such property.

PERSONAL DRESS/APPEARANCE

Students are expected to dress appropriately with specific regard to weather and safety. Clothing choices should be in alignment with our core values. For safety reasons it is encouraged that closed toed shoes be worn for purposes of play. It is recommended that students wear sneakers on days their class is scheduled for physical education for safety.

Students should be dressed in clothing that allows for full participation in all aspects of physical education class. Sneakers are recommended for safety.

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited for them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students

involved. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the Building Principal.

SCHOOL ADJUSTMENT COUNSELORS

Our school adjustment counselors serve as advocates for children and provide counseling services to students when necessary. Counselors conduct student groups throughout the year to help address any issues. Counselors also will work with the students' families. Students and parents are encouraged to contact our school adjustment counselors for assistance.

SAFETY AND EMERGENCIES

BUILDING SECURITY SYSTEM

The Carver Public Schools has implemented security procedures, which, with your cooperation, increase the level of safety and security for all students, staff and community members. All visitors are asked to ring the doorbell at the main entrance of Carver Elementary School. Office personnel will check-in any visitors. Appropriate picture identification is required. Visitors will be issued a temporary identification badge which must be worn at all times.

EMERGENCY PROCEDURES

Safety is a prime concern in the schools. Procedures for emergency evacuation of the buildings are in place and are rehearsed during the school year. Students also practice school bus evacuation. Bus evacuation will take place either at the Carver Elementary campus or at the Pond Street Bus Barn. In the event of a fire drill or other emergency evacuations, all students are expected to follow the directions of the teachers and proceed to the nearest exit. Students are to assemble in designated safety areas to await additional teacher direction. Quiet orderly behavior is expected during any emergency procedures. Carver personnel are trained by the Massachusetts Emergency Management Agency (MEMA) and follow the procedures set forth by the MEMA in the event that an evacuation is necessary.

In the event of an emergency declared by the Massachusetts Emergency Management Agency during the regular school day, Carver Elementary students may be transported to Williams Middle School, 200 South Street, Bridgewater, Massachusetts.

CUSTODY

The role of school officials in providing information about students or dismissing them to parents/guardians who are separated or divorced may be affected by custody agreements or other court documents providing legal or physical custody of their children, as well as any existing restraining orders. Thus it is important that parents/guardians provide copies of such documents to school officials. Absent receipt of court documents to the contrary, the school generally dismisses students only to the parent or guardian with whom the student actually resides or to others that the parent/guardian has designated for dismissal of the student. The release of student records or information about students to parents who do not have physical custody of their children is governed by M.G.L. c. 71 § 34H and the Massachusetts Student Records Regulations.

STUDENT ADDRESSES/TELEPHONE NUMBERS

The school office must be notified whenever a change of address or telephone number occurs, and a new proof of residency will be needed. Alternate telephone numbers (work telephone, neighbor's telephone, emergency telephone) should be provided so the school can contact others in case of an emergency or in the event that a child is brought back to school due to no one being home at bus drop-off time.

STUDENT BREAKFAST AND LUNCH PROGRAM

Breakfast is available to all students in the Carver Elementary School from 8:00 a.m. to 8:15 a.m. After 8:15, students have the option of "grab and go" until 8:40 a.m.

Lunch is available all days including on early release days and is free for all students.

Carver Public Schools uses a point of sale system called MySchoolBucks. Students are issued identification cards containing a barcode and their 4-digit school issued student ID number to help keep track of school meal distribution. Picture identification cards will be issued to all students after pictures are taken in the fall. Students will keep their ID card at school, scanning it at lunchtime. It is helpful for students to learn their 4-digit code to use instead of their ID card.

Students are also able to enter this number themselves on the keypad. This ID number will remain the same from kindergarten through 12th grade. This is not a "charge card", but a tool for students to use in the serving line.

Although not necessary this school year, the school cafeteria uses www.MySchoolBucks.com for meal payment. Details may be found on the Lunch Program web page at www.carver.org. Any requests for a modification related to the meal or meal service must be submitted using the meal modification form to your school Nurse or Food Service Director.

TELEPHONE USE

Staff is advised not to allow students to use the telephone unless there is an emergency. Families' support for this policy will be appreciated. No student may use a telephone without a staff member's permission

TEXTBOOKS AND SCHOOL SUPPLIES

The school believes that students are responsible for books, materials, computer devices and school supplies assigned to them. Consequently, lost or destroyed books and supplies must be paid for by the family. Replacements will be made available as soon as possible. The Carver School Committee maintains a current policy, which specifically describes the allocation of school supplies. Teachers may be given additional supplies for their classroom when necessary. However, the responsibility for replacement of these items must be with the students themselves.

COYOTE BOOK COLLECTION BORROWING PROCEDURES

- All materials **must be** checked out and students are responsible for any materials checked out to them.
- Lost or damaged materials must be paid for or replaced with the copy of the same title. Checks may be made out to *Carver Public Schools*
- Students who loan materials (that are checked out to them) to other students are still responsible for their borrowed materials.
- All overdue materials, more than two (2) weeks, must be returned before a student may borrow more.
- Borrowed materials are due two (2) weeks from the check-out date.
- Materials may be renewed once. Students should bring in their book to be rescanned.

Kindergarten students may borrow one book at a time from the book collection, **however**, the book choice will remain in the classroom.

Grade one (1) students may borrow one book at a time from the book collection.

Grade two (2) through Grade five (5) students may borrow up to two (2) books at a time.

Students who are allowed to borrow two (2) books and have only one (1) book currently out, may borrow another book if the first one is **not** overdue

At the discretion of the Coyote Book Collection staff and the classroom teacher:

- Some students may be limited to one book.
- Some students may be allowed to borrow more books in order to complete classroom assignments.

One (1) week is considered one (1) rotation in the special's schedule, not a chronological week.

TITLE ONE PROGRAM

(Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Schools can use Title I through a school-wide program and/or a targeted assistance program.

Questions regarding Title One services should be directed to the Title I Coordinator, Dr. Meredith Erickson 85 Main Street, Carver, MA 02330. The telephone number is (508) 866-6100.

TRANSPORTATION

School buses are considered an extension of the school and are governed by the policies and rules of the Carver School Committee. Students are expected to remain at their bus stops in an orderly fashion and to

exhibit good behavior while riding the school bus to and from school and while on field trips. **Food, drinks, toys, stuffed animals, and electronics are prohibited on the school bus.**

Riding on the school bus is a privilege, not a right. Abuse of such a privilege may result in the loss of bus riding privileges. Please refer to school bus behavior/discipline rules and procedures. Any concerns regarding bus behavior should be directed to Associate Principal (grades preK-2) Naomi Stahl at (508) 866-6212 or Associate Principal (grades 3-5) Jessica Penella at (508) 866-6221.

Any questions or concerns regarding a school bus arriving late to drop off a child at home or regarding a child not getting off a bus at an expected time should be brought to the attention of the Director of Transportation, Maureen Siedentopf, at 508-(508) 866-9627. The Director of Transportation or designee will be in the office until all buses have arrived at the town Pond Street Bus Barn.

Bus transfers are not permitted.

Students are expected to follow the same Monday through Friday bus schedule. For students just getting off at a different bus stop (from the same bus), teachers should be notified in writing to avoid confusion and student anxiety. Only in an emergency situation will a telephone call from the parent or guardian be accepted instead of a signed note.

PARKING

Visitor parking is located in the lot in front of Carver Elementary School. The front row is designated visitor parking. Parking is prohibited in the fire lane directly in front of the school, and the road that leads behind the building is for bus access only. Handicapped plates or stickers should be in full view to use the handicapped parking spaces.

USE OF SCHOOL FACILITIES

It is the Carver School Committee's desire that the use of school property be enjoyed by Carver residents. It is the committee's intent that such use will maintain safe conditions and preserve the property for school program use. School property can be enjoyed by residents when school is not in session.

Use of school buildings and facilities by organizations/individuals will be permitted only when a worthy educational, civic or charitable purpose will be served; or a substantial group of citizens from the community will be benefited. Building use by the community may be suspended at any time by the School Committee because of budgetary restraints.

School facilities will be used according to the regulations and rental fee schedules recommended by the Superintendent of Schools and approved by the School Committee.

Permission for the use of facilities must be obtained at the school building Principal's office.

ELIGIBILITY:

School facilities will be available for the following:

- Public school and school committee activities
- Parent/teacher activities

- Official town public hearings and political activities
- Recreation committee activities
- Local non-profit and non-commercial organization activities
- Metropolitan, civic, educational, social, and religious organization activities if a substantial portion of the members are residents of the Town of Carver
- The activities of other organizations when approved by the Principal.

Priority use of school facilities will be as follows:

- School activities
- Town meetings and elections over other community activities
- Recreation committee activities
- Scouts that have been regularly scheduled for the use of school facilities during one school year may have the use of the same facility during the next school year, subject to review by the Principal.

Users of school buildings, grounds, equipment and facilities will conform with the following regulations set forth by the Carver School Committee:

1. Requests for the use of school facilities will be made by logging onto www.carver.org and clicking on Facilities Use, at least 14 days prior to the date of use. Notice of cancellation must be made immediately to the Director of Facilities at (508) 866-6106. In the event school is closed due to weather conditions, all outside activities are automatically canceled.
2. School-related groups will be permitted reasonable use of school facilities.
3. All activities must be conducted with competent adult supervision. In addition, an approved security person/school employee will be present at every event as determined by the Principal or the Director of Facilities.
4. A Certificate of Insurance may be required from some groups.
5. Any use of kitchen facilities requires the presence of an appropriate number of food service personnel.
6. All organizations/individuals using the facilities will be responsible for any damage to the building and/or equipment. Facilities must be left in reasonable condition or the group will be financially responsible.
7. All organizations/individuals using the facilities are responsible at all times for the observance of fire and safety requirements that are posted in the building.
8. All organizations/individuals using the school facilities will be subject to MA. General Laws, Chapter 269, as amended, an act prohibiting the practice of hazing.
9. All organizations are restricted to the dates and hours approved, and to the building area/facility specified. Any changes must be pre-approved.
10. The use of tobacco products within school buildings, school facilities or school grounds is prohibited. No alcoholic beverages or illegal substances are permitted in school facilities or grounds.

FIELD TRIPS

Carver Elementary School views field trips as a highly valuable and important educational experience. Both school bus and walking field trips are allowed and parents/guardians must sign a field trip permission slip form prior to any field trip. Students will not be allowed to accompany their class on a field trip without written parent/guardian consent. Carver Elementary School prides itself in making multiple attempts to contact parents/guardians to obtain written consent. The student will remain at school with an alternative

plan. Field trip participation is based on the individual needs of a student. In the event that a student is unable to participate, families will be notified in advance of a decision related to their child not attending field trips. All school rules apply during field trips; students must adhere to school staff's directions. In order to chaperone, parents/guardians must attend a volunteer training and a CORI (Criminal Offender Record Information) application must be completed at Central Office. Approved CORI's are valid for three years. Fingerprint- based state and national background checks may also be required in some circumstances.

Children who have approval to self-administer asthma inhalers will be allowed to medicate themselves. Teachers may be asked to carry the child's inhaler.

If there is a child who must have his/her medication administered during a field trip, school staff will work with parents to make plans for such, which may include options for the parent or designated responsible adult, a registered nurse, or other person who has been trained to give the medication to accompany the student on the trip. If a child has an allergic reaction requiring an EpiPen, it will be administered and the child will be sent via ambulance to the nearest hospital. The parent/guardian will be responsible for all ambulance and medical costs. A student who cannot participate in a field trip will have an alternate plan on the day of the trip.

CODE OF CONDUCT

All Carver Elementary School Students are expected to:

1. Behave respectfully and cooperatively
2. Treat people and property with kindness
3. Take responsibility for behavior
4. Use appropriate Language with adults and peers
5. Work to the best of their ability
6. Follow established school and classroom rules
7. Accept appropriate consequences for behavior
8. Tell an adult where they are at all times

Our Code of Conduct is based on:

1. An understanding of the student
2. Fair and appropriate practice
3. A Restorative Approach

DISCIPLINE IS A SHARED RESPONSIBILITY AND BASED ON MUTUAL TRUST. THE INTENT OF ANY CORRECTIVE ACTION SHOULD BE TO ENFORCE THE CODE OF CONDUCT WITH INTEGRITY AND RESPECT.

Administrators, teachers, staff, students and parents shall verbally and physically treat each other with kindness, courtesy, and respect, which will contribute to a positive and safe learning environment. Overall practices regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly community.



- All students have the right to be explicitly connected to our school community and be provided multiple opportunities to practice skills.
- Students and staff have the right to kindness, courtesy and respect from all children and adults.
- Students and staff have the right to mental and physical safety, protection of property and environment.

DISCIPLINE AND PROCEDURES

A student has the right to an explanation of any alleged behavior indiscretions and an opportunity to present their side of the story before discipline is imposed. In most cases, this process will be an informal meeting with the student(s) involved. If a student's behavior is thought to have violated the school's Code of Conduct, the following steps will be taken:

- The student will be allowed to explain their side of the story and their perception of what happened.
- If necessary, an appropriate consequence or outcome will be determined.
- In most cases, the child's parent/guardian will be contacted and informed of their child's behavior. It should be noted that parent/guardian contact and involvement may not be sought in cases of minor disciplinary infractions.

The goal of this process is for the child to learn from this experience and for the behavior to improve.

CONSEQUENCES MAY INCLUDE:

- Processing the issue with a staff member
- Verbal warning
- Possible loss of privilege
- Verbal or written apology
- Making amends
- Time out with student restatement of broken rule, student makes plan for better choice
- Time out with student writing, drawing or restating the problem
- Parents/Guardians will be notified of the consequence

A serious offense or cumulative pattern of negative behavior will result in administrative intervention, a phone call home, and appropriate disciplinary action. This action may include temporary removal from the instructional area, loss of a privilege, before-school or after-school detention, suspension, or expulsion.

The Carver Elementary School (CES) adheres to federal and state laws and regulations regarding student discipline.

CES policies and procedures regarding student discipline:

- Require the use of discretion and professional judgment
- Respect the rights of students and families to due process, including the right to notice, opportunity to be heard before consequences are imposed, and fairness, including consideration of the unique circumstances presented
- Consider the use of alternatives to suspension
- Allow students the opportunity to make academic progress during time of suspension

Overall, Carver Elementary School practices regarding student discipline seeks to provide a supportive school environment in which students have opportunities to mature and develop into responsible citizens, while respecting the need to maintain a safe and orderly school community. Students are subject to the Code of Conduct in school, on school property, on the way to or from school, on field trips, at athletic contests, at PTO and school-sponsored events, and on school provided transportation.

It is recognized that some of the above consequences may not always be applicable. Consequences, therefore, may be adapted depending upon the severity of the behavior and other relevant factors. If a student's behavior warrants immediate administrative attention and parental contact, and if the parent cannot be contacted, the student may be kept out of classes until contact is made.

Due to the confidentiality factor, administration cannot discuss the actions/consequences given to students with the parents of other students.

ALTERNATIVES TO SUSPENSION

Prior to issuing exclusionary discipline, such as suspension, the Principal or their designee shall consider the use of alternatives.

The Principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
 - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
 - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative Remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The principal, head of school, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

This rule shall not apply to disciplinary procedures under MGL Ch. 71, Section 37 H & 37 H ½, or Emergency Removals.

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension, the school shall provide the student and parent/guardian with written and oral notice of the proposed out of school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

- A. the disciplinary offense;
- B. the basis for the charge;
- C. the potential consequences, including the potential length of the student's suspension;
- D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

PRINCIPALS HEARING

The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination.

If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the

superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i) In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii) the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and;
- iv) the right to cross-examine witnesses presented by the school district; v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii) Set out key facts and conclusions reached by the principal;
- iii) Identify the length and effective date of the suspension, as well as a date of return to school;
- iv) Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v) Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days

cumulatively for multiple infractions over the course of the school year. An in school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H ½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- **Possession of a dangerous weapon, Possession of a controlled substance, or Assault of staff, MGL Ch. 71, Section 37H**

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion.

A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- **Felony complaint or issuance of felony delinquency complaint, MGL Ch. 71, Section 37H ½**

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

- **Felony conviction or adjudication/admission in court of guilt for a felony or felony**

- **Guilt or Delinquency, MGL Ch. 71, Section 37 H ½**

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG-TERM SUSPENSION

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
2. Any student who is expelled or suspended from school for more than ten consecutive days, whether

in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

3. Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F
4. Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
 - a. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
 - b. For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

The district may be considered to have prior knowledge if:

- a. The parent had expressed concern in writing; or
- b. The parent had requested an evaluation; or
- c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

SCHOOL/BUS SUSPENSION PROCEDURES

Philosophy regarding suspension from the school bus: After the student does not obey a written warning, a bus discipline report (request for suspension) will be sent to the administration. A bus discipline report may be written regarding the student and submitted to the administration. A bus discipline report may be written regarding a student, without a previous warning, if in the opinion of the driver and/or administrator, the offense is serious or is a safety concern.

Because school and bus suspensions are serious consequences, due process will be followed.

- First Suspension: the building administrator will review the school or bus referral form, hold a hearing with students, suspend the student from school or bus for school day, call parent/guardian, send follow-up letter home and place copy of the discipline documentation in the student's discipline file. Student may return to school or on the bus without a parent meeting if the administrator deems it appropriate.
- Second Suspension: the building administrator will review the school or bus referral form, hold a hearing with the students, suspend the student from school or from the bus for three consecutive school days, call the parent/guardian, send a follow-up letter home and place a copy of the discipline documentation in the student's discipline file. A parent/guardian meeting with the building administrator will be scheduled.
- Third Suspension: the building administrator will review the school or bus referral form, hold a hearing with the student, suspend the student from school or the bus for five school days, call the parent/guardian, send a follow-up letter home, place a copy of the discipline documentation in the students discipline file and review the student's discipline history with the principal. A parent/guardian meeting with the school principal will be scheduled.
- Fourth Suspension: the principal will review the school or bus referral form, hold a hearing with the student, suspend the student for seven to ten days, call the parent/guardian, send a follow-up letter home, place a copy of the discipline documentation in the student's discipline file, refer the student to the Superintendent for further review and disciplinary action. The Superintendent may decide that the student should be referred to the School Committee for disciplinary action including long-term suspension or expulsion. Students will not be suspended from school for more than ten days in a school year without the opportunity for a formal hearing.

A very serious incident on the first, second, or third offense could result in a longer suspension period than listed above and a sooner referral to the principal or superintendent. It is understood that if a student is suspended from the bus, this suspension will include field trips or any other use of a school bus during the period of time in which a student has lost his/her bus privileges. Conduct on the bus may also lead to suspension from school, subject to procedural requirements provided on page 34.

If students are suspended from the bus, but not from school, students are expected to be in school and transportation will be the responsibility of the parent/guardian(s).

The Director of Transportation is available to answer questions regarding transportation and can be reached at (508) 866-9627.

COMPLAINT PROCEDURE

Parent/guardian(s) are requested to discuss concerns at the appropriate levels. If the concern relates to the classroom, the following procedure must be followed:

- A. Parent/guardian(s) must first meet with the teacher to try to resolve the issue;
- B. If the issue is not resolved after a meeting with the teacher, the parent/guardian(s) will meet with the appropriate Department Chair. At this level, parent/guardian(s) should put in writing a description of the problem and the attempt to resolve it;
- C. If the results of the meeting with the Department Chair are not satisfactory, the parent/guardian(s) should then meet with the Principal. In the case of a special education, health services, or guidance issue, the parent/guardian(s) should address their concerns to the Superintendent;
- D. If a complaint is still not resolved, the parent/guardian(s) should address their concerns to the Superintendent;
- E. Finally, if not satisfied after meeting with the Superintendent, the parent/guardian(s) may go to the School Committee as the final policy/decision making body.

Mandated Reporting

A mandated reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. These laws are in place to prevent children from being abused and to end any possible abuse or neglect at the earliest possible stage. If you suspect child abuse, immediately report this to CES building administration or a School Adjustment Counselor. Those reporting are immune from discharge, retaliation, or other disciplinary action, unless it is proven that the report was intended to do harm. The link to Mandated Reporting Training is provided below. Please see the addendum for The Massachusetts Department of Children and Families pamphlet on Child Abuse and Neglect Reporting, A Guide for Mandated Reporters. <http://middlesexcac.org/51A-reporter-training/>

ACCEPTABLE USE POLICY-TECHNOLOGY

The Carver Public Schools district provides access to the system/network and the Internet to all employees and students to facilitate communications and access to information in support of educational goals. Educational goals are defined as activities that provide for student education, staff professional development, and research. The system/network will also be used for communication with staff, parents and students.

Use of the Carver Public Schools system/network is a privilege, not a right, and must support the stated mission, goals, and objectives of the Carver Public Schools.

The district may issue your student a Chromebook for use at school and home. While we utilize filtering software that meets online child-safety guidelines, families assume responsibility to manage their child's technology at home. Our website includes online resources with tips and suggestions for families on technology use at home:

<https://carver.org/parent-helps-for-technology-use/>

A committee of teachers, principals, parents, and students approved the Acceptable Use Policy (AUP). This agreement outlines responsibilities for using the system/network and consequences of abusing that privilege. Every user is required to read and sign an AUP before using the Carver Public Schools system/network each year. Signing an AUP becomes a legal agreement between the user and the district.

Terms and Definitions

An AUP: Acceptable Use Policy

Chat: Real-time communication between two users via computer. Once a chat has been initiated, either user can enter text by typing on the keyboard and the entered text will appear on the other user's monitor.

CPS: Carver Public Schools

District: Carver Public Schools PreK-12

Electronic Messaging: chat, email

Email: Short for electronic mail, the transmission of messages over communications networks.

Internet Filter: Software program or blocker that controls what is shown while a computer user is viewing pages on the World Wide Web.

System/Network: Carver Public Schools Network, including the Internet, voice mail, email, hardware, software, digital equipment, handheld electronic equipment and individual computer workstations.

User: Any student or staff member with an account or anyone else provided access to resources associated with the network.

User Responsibilities

Use of the network requires individual responsibility. A responsible user:

1. Knows he/she is part of a larger, global community and his/her actions reflect upon him/herself and the school.
2. Does not waste paper and ink, storage space, or bandwidth.
3. Uses time on a workstation or with any other equipment appropriately.
4. Does not share his/her own password.
5. Understands prompt reporting of technical or security problems or inappropriate behavior to a staff member helps all users.

Monitored Use

All messages and information created, accessed, sent, saved, or retrieved on the system/network are the property of the Carver Public Schools and should not be considered confidential. The system/network's backup and filtering mechanism automatically stores communications, including those that have been deleted. The school district reserves the right to access and monitor any messages and information on the system as it deems necessary and appropriate in the ordinary course of business to prevent abuse by network users, to ensure the proper use of resources, and to conduct routine maintenance. Where appropriate, communications, including text, images, or video may be disclosed to law enforcement officials in response to proper requests or to other responsible parties during disciplinary investigation or in the course of litigation without the prior consent of the sender or receiver. Those who use the system/network are considered to have consented to such monitoring and disclosure.

Privacy

In order to protect students' schoolwork, user folders carry individualized security that protects the contents from any other student. Teachers, administrators, and technology staff can access student folders at any time.

There is no expressed or implied level of privacy regarding the contents of user folders or any other use of Carver Public Schools Network and associated resources.

Appropriate System/Network Activity

Activities in support of the District Goals and Objectives that do not violate other school or district policies are acceptable and appropriate. All files stored, viewed, or distributed on the network must be related to schoolwork, including, but not limited to, music, videos, images, URLs, and sound files.

Inappropriate System/Network Activity

1. Intentionally copying, reading, modifying or deleting files or data belonging to another user.
2. Using someone else's password.
3. Pretending to be someone else when using the system/network.
4. Deliberate attempts to degrade or disrupt system performance including vandalism or theft of hardware, software applications, files, or system configurations, attempting to introduce viruses, malicious code, or any other violation of district policy, state, or federal law.
5. Intentionally bypassing or attempting to bypass CPS security, including attempts to bypass Internet filtering.
6. Installing software or programs that have not been approved by the technology department.
7. Revealing personal information about others on the Internet.
8. Revealing personal information about yourself on the Internet without the expressed permission of a supervising staff member and parent or guardian.
9. Intentional storage, viewing, or distribution of any text, video, audio, images, or graphics considered inappropriate within a school environment. Inappropriate materials include, but are not limited to, those containing content that is profane or obscene, racial or ethnic slurs, vulgar, sexually explicit, threatening, defamatory, abusive, discriminatory, harassing, criminal or otherwise objectionable or that depicts, suggests or implies illegal activity, drug use or gambling, shows or encourages violence against a living being or physical property, provocative or explicit dress or undress.
10. Violating the legal protection of copyright, including the use of materials or ideas without properly citing their sources. This includes copying or downloading music, software, games, or any proprietary materials covered by copyright law.
11. Activities designed to harass or bully other users.
12. Advertising or advocating for non-school related activities or for-profit organizations, campaigning for political office, or "chain letters."
13. Use of the system/network for commercial transactions that benefit an individual or group.
14. "Chats" and games unless approved, directed, and supervised by an appropriate member of the school faculty or administration. The Director of Technology must expressly approve the storage, installation, and use of such files or applications.

Consequences

In cases where it has been determined that a user has acted inappropriately, the administrative staff, in consultation with the Director of Technology, may take the following actions against the user:

1. File documentation with an administrator for investigation.
2. Restrict network access pending investigation.
3. Confiscation of personal equipment including laptops, software, cell phones, and other electronic devices.
4. Suspend or deny user accounts and privileges to CPS System/Network and all associated resources.
5. Implement disciplinary action up to and including suspension or expulsion.
6. Pursue legal action, including criminal prosecution, as appropriate under local, state, and federal law.

Liability

Carver Public Schools is in compliance with the Children's Online Privacy Protection Act (COPPA) and Children's Internet Protection Act (CIPA). As required by law, the school district has in place an Internet filtering mechanism that protects minors from unlawful, obscene, or harmful material.

Disclaimer

Access to information all over the world via computer brings with it an availability of material that may not be considered educationally valuable. It is impossible to control access to all materials and a user may unintentionally discover controversial or objectionable information. CPS policy affirms that the educational value of access to information and the potential for interaction on the Internet far outweighs the possibility that users may be exposed to materials not consistent with the educational goals of the district. CPS makes no warranties of any kind for the service it provides. The town of Carver, the School Department, or any municipal employees will not be liable for damages or injuries resulting from violations of the Acceptable Use Policy or any misuse of the Internet.

ACCEPTABLE USE POLICY-TECHNOLOGY

Parents/guardians are requested to discuss issues/problems at the appropriate levels as soon as they become a concern. The procedure is as follows: (1) parents/guardians should first meet with their child's classroom teacher to resolve problems; (2) If issues have not been resolved, then parents/guardians should meet with the Principal; (3) If not satisfied after meeting with the Principal, parents/guardians should meet with the Superintendent of Schools. However, if a special education, guidance or health service issue occurs, parents/guardians should meet with the Director of Special Education before going to the Superintendent; (4) Finally, parents/guardians may go to the School Committee as the final policy/decision making body if not satisfied after meeting with the Superintendent.

File: IJNDC-E

RESPONSIBLE USE POLICY FOR ARTIFICIAL INTELLIGENCE (AI)

AI Use Policy for PreK-12 Educators

Artificial Intelligence (AI) is the simulation of human intelligence in machines programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. While AI may be an effective tool that enhances educational outcomes, it must be used in a manner that preserves privacy, student well-being, and academic integrity. Use of AI tools, especially by younger children, can lead to misuse, exposure to inappropriate content, or misinterpretation of information. The purpose of this responsible use policy is to set guidelines for the effective and ethical use of AI in our school district.

This policy will be reviewed and updated regularly to reflect the evolving nature of technology, new developments in legal and ethical standards, and the collective needs of the students and educators.

Privacy, Security, and Supervision:

Educators will receive training on the ethical use of AI and its integration into the curriculum. AI tools must undergo a rigorous evaluation process before being approved for classroom use and only AI tools that have been preapproved may be used. AI must not be used to collect, store, or analyze student data without a clear educational purpose. It is inappropriate to use AI tools that infringe on students' privacy rights or fail to comply with data protection laws (e.g., FERPA, COPPA) and the district's Data Privacy Agreement (DPA). Regular reviews will be conducted for compliance with this policy. Educators must guide and evaluate AI interactions within the educational framework and make clear to students and families the expectations around the use of AI in their classroom or on any particular assignment.

Bias and Discrimination:

AI can only learn from its source(s) and prompts, so it may perpetuate biases, misinformation, or problematic content. AI platforms will be evaluated for bias to limit students' exposure to discrimination based on ability, race, religion, gender, sexual orientation, and/or any other legally protected status. Administrators, teachers, and students should fact-check all AI-generated content for accuracy, bias, or potentially dangerous content (adapted from *Guidance on the Use of AI*, Boston Public Schools' AI Use, 2025).

The Role of AI in Instruction and Decision Making

AI shall not replace essential human elements of teaching and mentoring. While AI can augment teaching, it must not substitute for the personalized and empathetic interaction between teachers and students. AI should assist and not substitute for the professional judgment of educators. Depending solely on AI to generate instructional material and make educational decisions is not acceptable. Educators must thoroughly review content to ensure accuracy, relevance, and appropriateness. Educators and staff are responsible for all materials that utilize these tools.

Responsible Use Policy for Students

This policy applies to all AI platforms, tools, and technologies accessed or used by students on school grounds, for school-related tasks, or through school-provided devices and networks, as agreed upon in the Carver Schools Acceptable Use Policy.

Students may use AI tools for educational purposes when directed by teachers or school authorities and shall only use the AI tools that they have been explicitly given permission to use. It is the responsibility of the student to properly cite any work that is not the original work or ideas of the student. Submitting AI work as original student work is prohibited. AI must not be used to plagiarize, cheat, or engage in dishonest academic work. It remains the student's responsibility to engage deeply with credible, valid sources and integrate diverse perspectives when working on assignments (adapted from *AP Central 2024-25 Guidance for Artificial Intelligence Tools and Other Services*). Students are expected to use AI technologies ethically—respecting copyright laws, privacy norms, and the intellectual property rights of others. Students will be held responsible for any work created or submitted under their login credentials or on their school-provided devices, regardless of whether it was AI- or student-generated. If a student is unsure of whether their use of AI is appropriate for the assignment, it is their responsibility to ask a staff member for clarification.

Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect and decency expected in human interactions. Students must not use AI to:

1. access or disseminate harmful or inappropriate content.
2. engage in abusive, harmful, or disrespectful conduct.
3. share sensitive or personal data without proper permission and supervision.

There are risks and potential consequences of sharing data so students must seek guidance from teachers. Students must immediately report to school authorities any suspected security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use. to school authorities.

These may include but are not limited to restriction of access to technologies, AI resources, loss of credit on an assignment, suspension, or other disciplinary measures as deemed appropriate by the school administration, including notifying law enforcement and/or state agencies.

First Reading: August 18, 2025

Approved: August 18, 2025

BULLYING POLICY AND PROCEDURES

A. Bullying and Retaliation are Prohibited

Carver Elementary School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Definitions

Bullying is conduct that is repeated by one or more students or by a staff member and targets another student, causing one or more of the following:

- a. physical or emotional harm to the targeted student or damage to his/her property;
- b. placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. a hostile environment at school for the targeted student;
- d. infringement on the rights of the targeted student at school; or
- e. material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusation; and social isolation.

Cyber-bullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, humiliate, or intimidate others; and posting or sending embarrassing pictures of others.

Hostile Environment is a circumstance in which the targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on his school work and other school activities.

Retaliation involves a student or a staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (including cyber bullying) and Retaliation are Prohibited.

Carver Elementary School prohibits bullying (including cyber bullying) and retaliation as defined above under both at school and the following circumstances:

- a. on school grounds or any space next to school grounds;
- b. at the bus stop or on school buses or any other school vehicle;
- c. at any school-sponsored, or school-related activities, functions or programs;
- d. through use of any school computers, internet connection or other school based technology;
- e. at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school

C. How to Report Bullying

Students who believe they are the targets of bullying or retaliation, or who know about bullying conduct, should report the conduct to the Principal and/or the Associate Principal. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal. (In the event of an allegation against the Principal, the matter should be reported to the Superintendent and if against the Superintendent, to the Chair of the School Committee. In such cases, the Superintendent or Chair will ensure that the steps otherwise assigned to the Principal/Associate Principal below are implemented.)

To report bullying online: <https://carver.org/ces-bullyingreport/>

D. Addressing Concerns Regarding Bullying

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students or staff who engage in bullying will be subject to discipline, subject to any procedural requirements. In making disciplinary decisions relating to students, the Principal/Associate Principal will consider both the need for accountability and the importance of teaching appropriate behavior. Examples of such disciplinary decisions include:

- a. verbal warning;
- b. written warning;
- c. reprimand;
- d. missing recess;
- e. detention;
- f. short-term or long-term suspension;
- g. dismissal

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if she/he believes that criminal charges may be pursued.

Nothing in this policy is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student or staff member for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action:

- a. Notify the parent or guardian of the student aggressor
- b. Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
- c. Notify local law enforcement if she/he believes that criminal charges against the aggressor may be pursued. In addition, the Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and/or neglect.

If either party is dissatisfied with the results of the investigation, he/she may direct his/her concerns in writing to the Superintendent or designee for further consideration. In addition, regardless of the outcome, school officials will inform parents about the Department of Elementary and Secondary Education Program Resolution System (PRS) and how to access that system. Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

The above language is intended to be consistent with the Carver Public School's Policy Addressing Bullying. A copy of the complete policy is available at www.carver.org.

HARASSMENT POLICY

The Carver Public Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or a school sponsored event is strictly prohibited. The Carver Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect for their fellow employees, students and all members of the school community.

DEFINITION OF HARASSMENT

In general, harassment includes communications such as jokes, comments, innuendos, notes, and display of pictures of symbols, gestures, or others based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation or disability.

By law, the particular communication of conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. Another person may reasonably view what one person may consider acceptable behavior as harassment. Therefore, individuals should consider how other individuals might reasonably view their words and actions. It also is important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or education.

2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

HARASSMENT AND RETALIATION PROHIBITED

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, the Carver Public Schools will not tolerate retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or committee, subject to applicable procedural requirements.

INVESTIGATION

If you believe you may have been harassed, or if you witness or learn about the harassment of another individual, you should inform the Sexual Harassment and Discrimination Complaint Managers for Carver Public Schools. They are Ruby Maestas, Principal, Jessica Penella, Associate Principal, Naomi Stahl, Associate Principal, Melissa Leary, Director of Special Education, and Scott Knief, Superintendent of Schools, 3 Carver Square Blvd., Carver, MA 02330. In the event of an allegation against the Principal, the matter should be reported to the Superintendent and if against the Superintendent, to the Chair of the School Committee.

The Carver Public Schools will promptly investigate every complaint of harassment. If it is determined that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts law. The Carver Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and/or neglect.

CLOSURE OF A COMPLAINT

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Director of Special Education/ Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622, (508) 866-6190 at 3 Carver Square Blvd., Carver, MA 02330

The Carver Public Schools urges all individuals in the school community to bring any concerns or complaints of harassment or other discrimination to the attention of school personnel so that they can address the issue as appropriate. The federal agency responsible for enforcing laws prohibiting harassment for students is the United States Department of Education Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109 (telephone 617-289-0111) (TTY: 1-800-877-8339). The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

NOTICE OF NONDISCRIMINATION

“All programs, activities, and employment opportunities are offered without regard to race, color, gender, gender identity, religion, national origin, sexual orientation, and disability.”

The Director of Special Education is the Title VI, Title IX, and Homeless Coordinator. The Director of Special Education can be contacted at 508-(508) 866-6190, 3 Carver Square Blvd., Carver, MA 02330. The Superintendent of Schools is the Section 504 Coordinator for the district. You can contact the Superintendent at 508-(508) 866-6160, 3 Carver Square Blvd., Carver, MA 02330. Inquiries regarding the application of the Carver Public Schools’ nondiscrimination policy may be referred to Carver’s Coordinator as stated above, or the United States Department of Education Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109 (telephone 617-289-0111) (TTY: 1-800-877-8339). The state agencies responsible for enforcing such laws are the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023 (telephone 781-338-3000) (TTY 1-800-439-2370) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (TTY 617-994-6196).

SPECIAL EDUCATION SERVICES

The Carver Public Schools has available a range of special education and related services for students who have been identified as having special needs. Students are identified through an evaluation process set forth in Chapter 71B of the MA General Laws. Parents and/or faculty may initiate a written request for a referral for a special needs evaluation for a student. Further information about the evaluation process and programs for students with special needs is available by calling Melissa Leary, Director of Special Education at (508) 866-6190.

RESTRAINT POLICY

Policy on Physical Restraint

Carver Public Schools comply with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. (“Regulations”). According to terms, the Regulations apply not only to school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

School staff may use physical restraint only:

When non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others; or

Pursuant to a student’s IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm. Chemical and mechanical restraints may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion is prohibited.

The regulations do not prevent a teacher, employee, or agent of the District from using reasonable force to protect students, other people, or themselves from assault or imminent serious harm, or from restraining students as otherwise provided in the Regulations.

In Carver Public Schools, we use strategies such as redirection, escorts to quiet areas, talking to students and other such methods in an effort to assist students with regulating their behavior in school. Physical restraint is only used as a last resort when a child presents as harming him/herself or others.

A copy of the regulations can be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

RELEASE OF DIRECTORY INFORMATION

603 CMR 23.07; Section 4; a is as follows:

- a. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

STUDENT RECORDS/REGISTRATIONS AND TRANSFERS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's educational records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the building principal.

Student records will be destroyed seven years after the student transfers, graduates, ages out, or withdraws from the school system.

- A. The right to access the student's educational records: Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request; however, Massachusetts General Law c. 71, 34H (Section 37H) provides specific procedures that must be followed prior to release of records to a parent/guardian who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal. Information about these procedures can be obtained from the building principal.
- B. The right to request an amendment to the student's education records: Parents/guardians of eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include

professional, administrative and clerical staff who are employed by or under agreement with the Carver Public Schools and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. The Carver Public Schools also discloses student records without parent/guardian/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to

enroll, upon receipt of a request from such officials, so long as the disclosure is for purposes related to the student's enrollment or transfer.

As required by federal law, the Carver Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and institutions of higher learning upon request. In the event a parent/guardian or eligible student objects to the release of any of the above information, the parent/guardian or eligible student may state that objection in writing to the building principal. Without the receipt of a written objection from the parent/guardian or eligible student within the first two weeks of school, this information will be released without further notice or consent.

- D. The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C.