

MORSE POND SCHOOL
2011 – 2012

"Building 21st Century Learning Communities"

Take Care of Yourself

Take Care of Others

Take Care of Our Place

2011-2012 Student/Parent/Guardian Handbook

WELCOME!

323 Jones Road, Falmouth, MA 02540

Telephone: (508) 548-7300

E-mail: morsepond@falmouth.k12.ma.us

Website: www.falmouth.k12.ma.us/mp/

English:

If you need this information translated into your home language please contact Pupil Personnel Services at 508-548-0151 x 143.

Spanish:

Si usted necesita esta información traducida en su lengua, por favor pongase en contacto con Pupil Personnel Services por el teléfono 508-548-0151, extensión 143.

French:

S'il est nécessaire que cette information soit traduite en votre langue maternelle, veuillez contacter le bureau de Pupil Personnel Services, 508-548-0151, extension 143.

Portuguese:

Se você precisa desta informação traduzida na sua língua, por favor entre em contacto con Pupil Personnel Services pelo telefone, 508-548-0151, ramal 143

For staff contact information, please refer to our listing in this handbook.

Mission and Core Beliefs

The Mission of the Falmouth Public Schools is to educate students so that they are engaged in their education in a way which develops their capacity to pursue their goals and fosters life-long learning.

(Full text inside handbook)



THIS HANDBOOK BELONGS TO: _____

HOMEROOM TEACHER: _____

TABLE OF CONTENTS

Superintendent's Letter 2	Memorandum of Understanding 25
Mission and Core Beliefs 3	Attendance Policy 25-26
Principal's Letter 4	Attendance & Discipline Expectations 25
MP Mission Statement/Philosophy 5	Objectives 25
School Procedures 5-9	Attendance Terms 26
Opportunities for Parents 10	Tardy/Dismissal Procedure 26
Staff – Email & Phone Extensions 11	Dismissal Notes 26
District Administration/Staff 12	Discipline Policy 27-43
Academic Information 12	Philosophy 27
Conditions for Academic Success 13-15	Objectives 27
Academic Support Services 15	Classroom Discipline 28
Health Services 15-16	Code of Discipline (Code of Conduct) 28
Falmouth Schools Food Service 16	Sportsmanship Code 28
Guidance Services 17	Corridor Behavior 29
Registration for New Students 17	Electronic Devices 29
General School Behavior 17-18	Teacher/Office Detention 30
Bicycles 17	Minor Infractions 30
Cafeteria Rules 17	Major Infractions 31-37
Card Playing 17	Short Term Suspension Procedures 37
Corridors, Lavatories Restricted Areas 17	Long Term Suspension or Expulsion 38-42
Drugs and Alcohol 18	Due Process 42
False Alarms and Fires 18	Policy On Sexual Harassment 43
Passes 18	Policy On Preventing Harassment &
Phones 18	Discrimination/Sexual Harassment 44-46
Pledge of Allegiance 18	FERPA Family al Rights & Privacy Act 36, 46
Tobacco Smoking and Chewing 18	Technology Acceptable Use Policy (AUP) 47
Visitors 18	Honor Code 48-51
Regulations: Personal/School Property 18-20	Curriculum Standards 52-56
Cell Phones 18	Sample Forms for Parent/Guardian/Student
Computers 19	Signatures 57-60
Firecrackers & other Explosives 19	Inclement Weather Protocol 61
Lockers 19	Calendar for 2010-2011 School Year 62
Paint and Markers 19	
Search of Students/Property 19	
School Property 19	
Sports/Recreational Equipment 20	
Standards of Dress 20	
Thefts 20	
Weapons 20	
Bus Safety 21	
Regulations 21	
Violations 21	
Notice Of Non-Discrimination 22-23	
Additional Protection for Students	
w/Disabilities 24	
State Law Re: Physical Custody/Records 24-25	

Falmouth School Committee

Rebecca Moffitt, *Chairman*

Judith Fenwick, *Vice Chair* Terri Medeiros, *Secretary*

Susan E. Augusta Emily Davern

Jamie MacDonald Donna Mattison-Earls

Samuel H. Patterson, Jr. Ellen W. Yoder

**FALMOUTH
PUBLIC
SCHOOLS**



**OFFICE
OF THE
SUPERINTENDENT**

August 2011

Dear Parents/Guardians:

I would like to welcome you to the 2011-12 school year. The entire staff and I are committed to working with you to ensure that your child will have a positive educational experience this year.

Our schools are prepared to provide all the services and support to meet the needs of your son(s) or daughter(s). We see the educational process as a partnership between the school district and families. As we work together, I am confident that your child(ren) will be provided all that is needed to be successful. Our goal is to reach all students and to provide them with positive experiences. We have the staff in place as well as the support, materials, and equipment to make this goal possible.

I would like to assure you that the entire school district is 100% committed and excited about working with you. We will do our very best to meet all your needs and requests.

As I mentioned above, I feel strongly that we must work in partnership; given that, I strongly encourage you to be involved in your child(ren)'s school activities. The district offers many opportunities to be active in the schools, whether it is as a VIPS volunteer, a member of the PTO, or as a spectator at the many athletic and extracurricular events.

By working together, we will make the upcoming school year a success and a great experience for your child(ren).

Thank you for your support and best wishes for a great school year.

Sincerely,

Marc P. Dupuis
Superintendent of Schools



Mission and Core Beliefs

The Mission of the Falmouth Public Schools is to educate students so that they are engaged in their education in a way which develops their capacity to pursue their goals and fosters life-long learning.

In order to ensure success for all students, three core beliefs define us as a school system and enable us to accomplish our mission:

Continuous Improvement for Students, Teachers, Staff, and Administrators

We strongly believe in continuous improvement, and we achieve this through actions such as

- clearly communicating learning standards and performance expectations that are personalized for learners
- assigning tasks that challenge learners to move to deeper and more complex levels of knowledge and understanding along a developmental path that is age-appropriate
- helping learners develop the self discipline to work hard and persist at assigned tasks
- helping learners feel empowered in the learning process through rigorous preparation.

Enthusiasm for Teaching and Learning

We strongly believe in the enthusiasm for teaching and learning, and we achieve this through actions such as

- supporting curiosity, inquiry, active learning, reflection, creativity and innovation
- fostering in teachers and learners the confidence it takes to accept new ideas
- helping teachers and learners overcome the challenges that sometime accompany learning.

Collaboration in Teaching and Learning

We strongly believe in schools where collaboration is highly valued, teachers and learners feel safe, diversity in all its forms is celebrated as an asset, and we achieve this through actions such as

- acting with integrity
- demonstrating honesty, responsibility, thoughtfulness, encouragement, and respect
- modeling good citizenship and encouraging these goals from the greater educational Falmouth community including parents, volunteers, and community leaders.

Adopted by Falmouth School Committee: February 13, 2007

**FALMOUTH
PUBLIC
SCHOOLS**



MORSE POND SCHOOL

Andrea B. Schwamb, Principal

August, 2011

Dear Morse Pond Families,

Take Care of Yourself
Take Care of Others
Take Care of Our Place

Welcome 5th grade students and welcome back 6th graders! The subsequent information in this handbook provides a wealth of important information. Please take your time and read all that is available. As a result of our School Council and many faculty members, we have produced the handbook as a tool to assist in answering questions and clarifying procedures. If you have any questions or concerns, please don't hesitate to contact us.

Morse Pond School is a tremendous place offering a myriad of activities that accommodate the needs of every student. We live in a beautiful community. All staff care about students, communicate readily with family members, are acutely aware of the developmental needs of this age group and offer students significant practices, habits of mind, that are applicable to all future educational and career advancement opportunities.

We strive for continuous improvement in teaching and learning through clear communication, providing challenging age-appropriate projects/activities, fostering self-discipline and empowering students to be independent. We support curiosity, creativity, active learning, and strive for intrinsic motivation and reflection.

Please be aware that our greatest desire is to provide a school that is safe, supportive, engaging and challenging. Part of our mission is to continually remind our students to be kind to one another. Bullying of any kind will not be tolerated. These actions destroy what our teachers, parents and community members work hard to preserve. Please be sure to read the handbook. We adhere to all that it describes and hope that you will support us as we teach our children to develop skills that provide them with tools to combat negativity and become college and/or career ready.

We are looking forward to a creative and productive school year.

Sincerely,

Andrea B. Schwamb
Principal

323 Jones Road, Falmouth, MA 02540
www.morsepond@falmouth.k12.ma.us

Telephone: (508) 548-7300
FAX: (508) 457-1810

MORSE POND SCHOOL MISSION STATEMENT

The mission of the Morse Pond School Community, both students and adults, is to work together to create a positive academic and social learning environment for each child. This environment will enforce individuality and respect for differences, foster self-esteem, teach him/her to be considerate, responsible and willing to take risks in order to become a life-long learner. The three R's of Morse Pond School – **Responsible, Respectful and Ready** to learn.

MORSE POND SCHOOL PHILOSOPHY

Morse Pond School provides an environment where all children will develop their capabilities in all academic disciplines, in physical fitness, in the fine arts, and in social responsibility.

The role of the school is to provide an optimum opportunity for each student to attain the skills and abilities necessary to meet future educational and life challenges. By recognizing individual needs, the school will encourage children to take risks and become life-long learners accepting their responsibility in the learning process.

The school will promote a safe atmosphere which fosters cooperation, respect, and open communication among children, parents, staff, and community. The school will encourage and guide each student to become an educated, contributing citizen in society.

SCHOOL PROCEDURES

1. School Hours

- a. School Cafeteria opens for breakfast at 8:10 AM
- b. School doors open at 8:15 AM
- c. School begins at 8:25 AM
- d. Students are tardy as of 8:25 AM
- e. School ends and dismissal begins at 2:50 PM

IMPORTANT NOTES: Your child should not arrive at school prior to 8:15 a.m. Remember that the only reason for your child to arrive before school starts should be to participate in the breakfast program, a before school activity, or Kid's Club.

The first ten minutes of school is some of the most important time of your child's school day. Please have your child arrive at school on time in the morning.

2. Late Arrivals and Early Departures

Because there are hundreds of students to monitor at the start and close of the school day, punctual arrival and timely dismissal are very helpful in facilitating the school day for the students. We appreciate your cooperation and support.

- A. If your child is late coming to school, a parent/guardian must accompany the student to the office and speak with the front office secretary. The student will need a late pass to enter class.
- B. Regular attendance is very important for a child's education, so please make every effort to schedule appointments after the normal school hours. If he/she is to be dismissed early from school, your child must have a dated note from you. The student should, upon arrival at school, stop by the office secretary's desk to receive a dismissal pass. The secretary will log the request and issue a pass. Students will present the pass to the classroom teacher. **It is the student's responsibility to remember when he or she is to be dismissed and go to the office at that time, prepared for dismissal.**
- C. **If your child is being dismissed early, he/she must be dismissed directly from the Main Office.**
- D. Parents or guardians wishing to pick up their children should report to the Main Office to sign them out in the Dismissal Book. Students who need to leave before the regular dismissal time of 2:50 p.m. must be dismissed by 2:30 p.m. in order to avoid bus traffic. For safety reasons, there will be **NO** exceptions.
- E. **If you plan to pick up your child at school dismissal, please plan to do so after 2:50 p.m. Your child will be dismissed with the walkers, after the busses have departed. There is to be no driving within the circle in front of the school during the posted hours.**

3. Safe Arrival Program

Striving for the safest possible school environment, the Falmouth Public School system maintains an attendance system that includes a Safe Arrival program. On a daily basis the school attempts to verify the attendance, or necessary absence, of every student. In grades kindergarten through eight (K-8) parents and/or guardians are asked to call in to their child's school to record any upcoming absence through the use of an available 24 hour phone line. This would include days of sickness, tardiness, vacations or any other event that may keep a student from arriving for the accounting of attendance at the beginning of the school day.

Each morning the school absence list will be reconciled with the phone calls recorded on our Safe Arrival line. In any situation where a child's absence has not been accounted for, by an appropriate phone call, the school will attempt to contact parents/guardians. We assume that all K-8 parents are part of the Safe Arrival program. If you wish to "opt out" of this program, please contact your school's main office.

To report any upcoming K-8 student absence, please call the Safe Arrival number at your child's school. Record the name of the student, the grade level and the date(s) of the anticipated absence or tardiness: **508-548-7300 Option #4**

4. Staying After School

Occasionally it is necessary that students stay after school for disciplinary reasons, extra help, or for a special project. Late buses are provided on Mondays and Wednesdays during the school year and they will leave at approximately 4:00 p.m.

5. Permission Notes for Changes in After School Routines

For the first two weeks of school, students may only ride the buses they are assigned to until the bus capacities have been determined. Then students may be allowed to ride on alternate buses, but only with your written approval and if there is room on the bus. Please call the school to check beforehand to be sure that the bus is not overcrowded. If your child is riding on an alternate bus, be sure that he/she knows where to get off or is riding with someone who will help him/her get off at the appropriate stop. The bus driver is not in a position to ensure that a temporary rider knows where and when to leave the bus.

6. Early Dismissal-Both Planned and Unplanned

On occasion students must be sent home other than at normal dismissal times, i.e. sickness, schools closing for snow or inclement weather. Parents or guardians should have a plan for each situation to provide "coverage" for students who might arrive home early for whatever reason. Some parents or guardians arrange with relatives, friends, or neighbors to meet the students coming home early from school. Please list telephone numbers and addresses on the Student Emergency - Medical Information forms that will be sent home to help us with this matter. Occasionally during the year, there will be early dismissal of the students to provide time for professional development activities. **Morse Pond dismissal time on these days is 12:00 p.m.**

7. Insurance

All students are covered by accident insurance paid for by the school department while they are on their way to and from school, on school grounds or participating in approved school activities. If your child is injured at school and the injury is observed by a school staff member, the staff member will report the injury to the school nurse/nurse's assistant and complete an accident report if appropriate. Remind your child to report accidents and injuries which are not observed to a member of the school staff. The staff member will then determine if treatment or further action is needed. If your child requires treatment by a doctor or dentist for a school related injury, reimbursement requests must be submitted to the family insurance carrier, if any. If a family has no coverage or the expenses are not completely covered, a bill can then be submitted to the school insurance carrier. In this case, the school must verify the accident by means of the accident report.

8. School Visits By Visitors/Parents/Guardians

Parents or guardians are invited to visit the school as long as it does not interfere with the normal school or class routine.

- If you wish to visit the school, please contact the principal at least 48 hours before your planned visit.
- If you want to visit your child's classroom, make arrangements with your child's teacher at least 48 hours before your planned visit.

Note: When entering the school, all visitors must enter through the front door and check in at the office. All other doors will be locked during the school day. Students visiting from another area or school are not allowed to visit Morse Pond School or attend classes with Morse Pond School students without permission of the principal.

9. Transfers

Families leaving the community or school district should notify the school secretary at least three days before leaving. Parents or guardians must sign a release form prior to the release of any student records. At that time, you will receive a student transfer form which the new community will require before admitting your child.

10. No School or Delayed Openings

Local radio and television stations will broadcast no school or delayed opening reports beginning at 6:30 A.M. Do not call the Police or Fire Department for No-School Information! *Please call the administration building (508-548-0151).*

Delayed Openings: Occasionally during the school year, the opening of school will be delayed for two hours to provide time for professional development activities or due to inclement weather. On those days, school will begin two hours later. ***Included in this handbook is an “Emergency Closing Information for Inclement Weather or Other Reasons” page. Be sure to read that sheet carefully. It includes important information about emergency closings.***

11. Parent Transportation for Field Trips

At times during the year, parents or guardians are asked to help with transporting students on local field trips. Those who volunteer to drive are assuming the same liability as they do when they transport anyone in their car. If you want to drive students during the year, contact your insurance agent to verify that you have adequate insurance coverage. You must also fill out the VIPS registration and insurance forms.

12. Parking

Automobiles are not allowed in the area reserved for school buses. **It is illegal and potentially life threatening to pass a stopped bus when the red lights are flashing! Park in the designated parking areas only and follow the directions of personnel directing traffic.**

13. Release of Information

State law prohibits our releasing any information to anyone without the parent's or guardian's permission. This even includes allowing us to release the names, addresses, and telephone numbers of the students in a class to the PTO or to other parents or guardians who wish to have a party, send Valentine cards, etc. Therefore, we now seek your permission to allow the classroom teacher or central office to release the name, address, and telephone number of your child to the PTO, room mothers, and other parents or guardians. If we do not hear from you to the contrary, we will consider this permission granted. Other records are not covered by this permission and will be released only with your specific written approval.

14. Address and Contact Information

Changes in your address or family situation should be immediately reported to the school office so records may be kept current. Keeping the Emergency Information up to date is essential, so that we can reach you swiftly in an emergency situation.

15. Report Cards and Conferences

Progress reports are issued when needed. Report cards are issued three times a year in grades five and six. Special Education progress reports are also issued three times a year. These reports are provided to inform both you and your child about the progress he/she is making in school. They serve as a formal record and help facilitate communication between the home and the school. They are not a substitute for parent conferences. Conferences may be scheduled at any time of the year when a parent or teacher believes it would be in the best interest of your child. Formal conferences with parents or guardians may be scheduled at least once a year.

16. Parent/Guardian Permission for Field Trips

Parents/Guardians are asked to sign the Field Trip Permission Form. This will enable your child to participate in any and all field trips. A reminder and details for each trip will be sent home prior to the trip. You may at that time elect not to allow your child to participate in the planned trip

17. Non-Custodial Parent

The Massachusetts Non-Custodial Parent Laws/Regulations are available in the principal's office upon request.

18. Parent Notification Relative to Human Sexuality Curriculum

The Health Teacher will be sending a notice home with students prior to the start of this unit. Materials will be made available for parents/guardians to review.

19. Policy Regarding Videotaping of Students in the Schools

Videotaping of students involved in routine educational techniques or activities for inclusion in programs intended for a public audience shall be subject to a series of regulations including parental consent. This procedure does not apply to the videotaping of performances contests, athletic events or other events specifically established with an expected public audience or for use in fulfilling a specific education purpose in the classroom.

20. Returned Check Policy

Due to a local policy, checks made out to the Town of Falmouth or any group sponsored by the Town of Falmouth including the Falmouth Public Schools are subject to a \$25.00 surcharge if the checks are returned as an overdraft.

Opportunities for Parent Involvement

For every student to reach his or her potential there needs to be a strong partnership between the family and the school. We welcome the involvement of parents and the community-at-large in our schools.

There are many ways for parents to be involved in our schools. The purpose of this section is to list some of the opportunities that are available for you.

- Attend classroom events, plays, band and choral concerts.
- Attend special events at the school, such as Open House and Art Show/Book Fair.
- Stay in communication with your child's guidance counselor and teachers.
- Attend School Committee meetings where issues affecting the Falmouth Public Schools are discussed.
- Access on-line resources such as the Morse Pond School web-site.
- Attend School Council meetings that are scheduled monthly at your school. The School Council is advisory to the principal at each school. Issues are discussed at the School Council that impact that particular school.
- Join our Parent /Teacher Organization.
- Participate in monthly Parent Connection Meetings which focus on parenting topics and teenager issues. These meetings are sponsored by the district Pupil Personnel Services Office and advertised on the school website.
- Visit the school website to view teacher websites and current events.

The following volunteer opportunities allow an individual to work directly with the students and staff, and are quite rewarding for the volunteer, as well as the students.*

Become a mentor.

Become a Volunteer in Public Schools (VIPS). 508-548-1621 vips@falmouth.k12.ma.us

Volunteer to chaperone field trips.

Volunteer at special events, such as Coast Sweep, Spaghetti Supper.

*Please note that all volunteers working in any capacity with the students are required to submit the CORI (Criminal Offender Record Information) form that is available on our website at:
<http://www.falmouth.k12.ma.us/uploads/File/CORIForm.pdf>

A letter from the Superintendent regarding the CORI law is available at:
<http://www.falmouth.k12.ma.us/uploads/File/CORISuperintendentLetter.pdf>

Both URL's above are located on our Job Vacancies website. Go to our home page and click on "Job Vacancies."

Morse Pond School Staff 2011-2012

*EMAIL @falmouth.k12.ma.us

NAME	EMAIL	PHONE EXT
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Office / Administration

Andrea B. Schwamb, Principal	aschwamb	401
Patrick Dillon, Asst. Principal	pdillon	401

Secretaries

Donna Domingos	ddomingos	401
Louise Teixeira	lteixeira	400
Vickie Taylor	vtaylor	403

5th Grade Teachers

Kenneth Briggs	kbriggs	464
Lynne Buscher	lbuscher	470
Louis Falcone	lfalcone	462
Maureen Falcone	m_falcone	474
Danielle Kelliher	dkelliher	466
Paul Lundberg	plundberg	460
Todd Oliveira	toliveira	468
Amy Peterson	apeterson	467
Susan Ripley-Young	sripley-young	471
Valerie Smith	vsmith	459
Donna Terra	dterra	453
Micajah Wiley	mwiley	491

6th Grade Teachers

Gina Andrade	gandrade	490
Susan Baker	sbaker	477
Corinne Brennan	cbrennan	478
Suzanne Buzanoski	sbuzanoski	455
Marjorie Gawel	mgawel	482
Asta Hampton	ahampton	476
Stephen Kapulka	skapulka	479
Laura Larson	llarson	486
Heather Morse	hmorse	484
Karen St. Germain	kstgermain	489
Linda Werner	lwerner	487
Rachel Zaino	rzaino	481

Integrated Arts Teachers

Elizabeth Abbott	eabbott	463
Thomas Borning	tborning	452
Melanie Burgess	mburgess	473
Thomas Griffin	tgriffin	458
Jeanine Kelly	jkelly	447
Aimee Maseda	amaseda	497
Joseph Santos	jsantos	421

Cafeteria

Lorraine Silvia		407
William Hatch		407
Jennifer Lydon		407
Lynn Richardson		407

Safe Arrival
508-548-7300
Option 4

(This list is subject to change)

NAME	EMAIL	PHONE EXT
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Guidance Counselors

William Beauchemin	bbeauchemin	423
Jeffrey Capuzziello	jcapuzziello	412

5-8 SPED Department Head

Pamela Vose	pvose	401
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Assistant Team Chair

Kerri Ann Whipple	kwhipple	469
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School Psychologist

Nicole Kennedy	nkennedy	495
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Health Staff

Cheryl Boli, RN	cboli	404
Sharon O'Connor	soconnor	404

Special Support Teachers

Stella Bearse	sbearse	454
Melissa Beford	mbeford	445
Carol DiAnna	cdianna	450
Anne Ford	aford	457
Ann Goulart	agoulart	443
Karen Hart	khart	494
Katelyn Howes	khowes	475
Nancy Korbl	nkorbl	451
Patricia Leach	pleach	441
Jayne Long	jlong	449
Anthony Marvullo	amarvullo	411
Loretta Pena	lpena	448
Brian Switzer	bswitzer	442
Jennifer Tarpley	jtarpoley	446

Staff Assistant

Deborah Watson	dwatson	Call Office
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Teacher Assistants

Sharon Belcher	sbelcher	Call Office
Ashley Gumbleton	agumbleton	Call Office
Shannon Jessman	sjessman	Call Office
Cheryl Jones	cjones	Call Office
Susan Kelleher	skelleher	Call Office
Janice Kelley	jkelly	Call Office
Susan Lefcourt	slefcourt	Call Office
Kristin McCabe	kmccabe	Call Office
Laura Moore	lmoore	Call Office
Laureen Murphy	lmurphy	Call Office
Reta Paradine	rparadine	Call Office
Valerie Saffron	vsaffron	Call Office
Sara Setian	ssetian	Call Office
Leslie Shinn	lshinn	Call Office
Christine Smith	c_smith	Call Office
Katherine Solimine	ksolimine	Call Office
Brenda Walantis	bwalantis	Call Office

Custodians

James Richardson	jrichardson	406
Earnest Kuruppu		406
Jose Aguiar		406
Raleigh Costa, Jr.		406
Daniel Lima		406

STAFF AND ADMINISTRATORS

District-Wide Administration

School Committee:

The School Committee is elected by the voters of Falmouth. The members serve on a volunteer basis.

Rebecca Moffitt, Chairman
Judith Fenwick, Vice Chairman
Terri A. Medeiros, Secretary
Susan Augusta
Emily Davern
Jamie MacDonald
Donna Mattison-Earls
Samuel Patterson, Jr.
Ellen W. Yoder

District Staff:

School Administration Building (508) 548-0151
Superintendent: Marc Dupuis X137
Assistant Superintendent/Director of Curriculum & Instruction: Elizabeth McGonagle X129
Director of Pupil Personnel Services: Beverly Shea X122
Director of Information Technology: Wendy Haskell (508) 457-5417

ACADEMIC INFORMATION

THE ACADEMIC SCHEDULE

The calendar of district events can be found on our website, (www.falmouth.k12.ma.us). The school year runs 185 days including an additional 5 days in case of school closings for weather or other emergencies. Any of the 5 days not necessary to cover emergencies will be dropped from the calendar at the end of the school year.

The year is divided into three marking periods with report cards issued at the end of each. A marking period consists of approximately 60 days. Morse Pond School runs on a six-day rotation. A cycle might start on Wednesday and run Thursday, Friday, Monday, Tuesday, Wednesday. The six-day cycle would start on Thursday and run through the next Thursday. The purpose of the six-day cycle is to create a rotation relative to the days of the week so that, for instance, Monday holidays don't interfere with the same classes. Students and teachers will be reminded each day that it is Day A, B, C, D, E, or F.

CONDITIONS FOR ACADEMIC SUCCESS

ATTENDANCE

The Falmouth School Committee re-affirms its belief in the compulsory attendance law and the responsibility of parents, guardians, and students, to comply with it. The State law requires fulltime attendance from all students under the age of 16 for the entire school day throughout the school year. By State law, absences from school for any reason should not exceed seven in any six-month period of time. Excessive absences or tardiness that affect a child's progress at school may result in legal action in the form of charges of Child Abuse and Neglect (51 A) or Child In Need of Services Petitions (CHINS).

1. State Law: Absence (for any reason) shall not exceed seven (7) days in any six month period of time.
2. When absences reach seven (7) days, a letter will be sent home, encouraging the student to be in school.
3. When absences reach ten (10) days, a letter will be sent home requesting the parent to attend a Pre-CHINS meeting at the school. A Pre-CHINS meeting is held at the school with the student, parent, an administrator, a guidance counselor, a representative from DCF and a representative from the juvenile court. The purpose of the meeting is to come up with a plan to help reduce absences and to reiterate the possible consequences of further absenteeism. At this meeting, an attendance contract will be signed by parent and child. Following this meeting, the student's attendance will be monitored by the guidance department.
4. If the pattern of attendance continues and reaches fifteen (15) days, the school will petition the court for a CHINS hearing. A CHILD IN NEED OF SERVICES, or CHINS, is a motion put before the juvenile court to get help for parents and school officials to deal with chronic absenteeism. A parent, the student and a representative from the school are required to meet at the Juvenile Court in Falmouth for due process.

HOMEWORK

Home study is a necessary part of a pupil's educational program. All students should expect to spend some time each day outside the classroom furthering their studies. Some long-range assignments will require study time planned in advance. A district policy has been developed regarding homework. Guidelines are available on our website at :

www.falmouth.k12.ma.us/uploads/pdf/1district/HomeworkGuide.pdf

PROMOTE: SELF-ADVOCACY, USE OF AGENDA, COMMUNICATION WITH TEACHERS, CHECKING STUDENT HOMEWORK, COMMUNICATING WITH YOUR CHILD ABOUT SCHOOL

FAMILY VACATIONS

If you are going to be absent for travel, your parent or guardian should notify the principal's office one week in advance. Students will be expected to make up missed assignments and classroom work within a reasonable amount of time after as defined by school procedures. The school district discourages students from leaving school for travel because our time with students is so valuable and school vacations are well placed at intervals. Our experience is that providing assignments to be done during vacation is not productive and undermines both the quality of the work and the quality of travel. Therefore, we do not require teachers to design this work in advance. Alternatives may be recommended.

TARDINESS PROCEDURE

When your child arrives late to school, please escort your child into the main office and let our front office know that your child is late. Your child will be given a pass to proceed to their classroom.

- Students having excessive tardiness will receive a letter of warning.
- Excessive tardiness will be identified as five or more days. Before letters are sent, the student's record will be reviewed with the nurse and the classroom teacher to determine if there are special circumstances effecting tardiness.
- The letter will indicate that the next tardy will result in a detention. A meeting with the student and the counselor will occur.
- After the detention is served, the tardiness count will go to zero, allowing the student to improve their record.
- If tardiness continues and reaches an additional five days, a second detention will be issued, indicated by a letter and a call home.
- After serving the second detention, the student's tardiness will continue to result in detentions.
- A meeting with parents will be requested.

Academic Honesty

Cheating to complete assignments or tests is a serious violation of school rules. The major forms of cheating are plagiarism and test dishonesty. (Also refer to Honor Code, at the end of the handbook.)

Plagiarism is copying another's work and submitting it as if it were the original work of the student. Whether the source is copyrighted or not, printed or recorded, or a paper used by another student, if it is used without recognizing the author, plagiarism exists. Academic honesty and respect of copyright laws are also required in use of computer information downloaded from another source. If you have any questions, check with your teacher prior to completion of the assignment.

Test Dishonesty is the use of any means not specifically accepted by the teacher to obtain answers to a test or quiz. **Test dishonesty includes giving, receiving, passing or using in any way information about a test or quiz, whether in oral or written form.**

Normal Penalty

Any student found to have been academically dishonest will receive a zero grade on the work in question. **The teacher must provide in writing, the student's name and summary of the incident to the principal or designee. Teacher and/or administrator will notify parent or guardian.** Any academic distinctions received will be rescinded, if due process procedures uphold the finding of academic dishonesty.

Field Trip Expectations

Field trips are offered throughout the year. A small amount of money may be asked for participation, however, there may be scholarships available for those that may need them.

1. Students will observe school rules of behavior and respect the laws and property of the region.
2. Students must observe curfews set by chaperones and be respectful. Some basic reminders are: no running, no shouting, no slamming of doors, and socially appropriate clothing should be worn at all times.
3. A buddy system will be enforced by chaperones in order to ensure safety.
4. Students who are absent from school during the school activity must make up the work they missed. Unless previously assigned, this work must be done within the time period as specified in this handbook (one day missed= one day make up.)

Procedures

1. The Travel and Medical Permission Form must be signed by both parent and student and returned on the due date to the chaperone.
2. During transits between activities, each student will be assigned to an appropriate chaperone. The student must report to his chaperone for head counts at specified times.
3. When appropriate, a telephone tree will be established by chaperones to alert parents or guardians in case of late or early return of students on a school activity or trip. Please check on who will be calling you and whom you will be calling.
4. When necessary, a student should ask his/her doctor for a copy of his/her prescription in case he/she loses the medication.
5. Students participating in a school sponsored activity are covered under the school insurance policy.

ACADEMIC SUPPORT SERVICES

Morse Pond School has a wealth of services available to students. We also have volunteers (VIPS) available for a myriad of support. If you need assistance, please contact Kerri Whipple at (508 548-7300 ext. 401). You may also email kwhipple@falmouth.k12.ma.us or VIPS at: tcrago@falmouth.k12.ma.us.

HEALTH SERVICES

The Health Office is staffed by a registered nurse and a part-time assistant to provide for the medical and health needs of the students during regular school hours. The primary function of the health office is to provide assistance to students with serious or unexpected illness or injuries. Please be certain to fully complete the Student Medical Information Sheet which is found on the back of the Student Information form. This medical information is confidential and kept in the Health Office. If there are any medical information changes to include medication and hospitalization, notify the Health Office immediately.

Illness: If a student requests to visit the nurse, he/she must first report to class, obtain a pass from the teacher, then proceed to the health office. Students should only leave class for acute illness or injury.

Medication: Massachusetts State Law requires that students shall not carry medication of any kind while in school except inhalers. Inhalers may be carried at all times after a demonstration with the nurses. Acetaminophen and Ibuprofen are available in the Health Office with an annual signed parental permission form which may be found on the next page. When other medication is required, the procedure is as follows:

1. Both a physician's order form and a parental permission form must be completed. These are available from the Health Office.
2. A clearly labeled prescription bottle with the following information:
 - a. Name of student and date of prescription.
 - b. Name of medication(s) and dosage
 - c. Name of prescribing physician
 - d. Times when medication is to be given

Elevator: Students who require the use of the elevator may obtain the key from the office.

Physical Education Excuses: Students must see their PE teacher.

Health Screening:

Postural screening, height and weight will be done during the year. Hearing and vision screening will also be done during the year.

Accidents: Any injury which occurs during school hours or during a school function must be reported immediately to the appropriate coach, teacher or supervisor, who will fill out an accident report that will be on record in the Health Office. When deemed appropriate, an injured student should be transported via ambulance. Parents will be notified using the information on the Student Information/Medical Information sheet. It is vital to have accurate numbers where someone is available at all times.

Student Accident Insurance: A school accident insurance plan covering expenses incurred in the event of injury to a student while engaged in a school activity will be made available to parents early in the school year. Application forms will be distributed by homeroom teachers. Participation in this plan is optional.

Procedure For Accident Claims:

1. Report an accident to the teacher in charge and to the main office immediately.
2. File a claim form, which is available in the office, as soon as possible as there is a time limit.
3. All claims must be filled out jointly by a school official, a physician and a parent or guardian.

FALMOUTH SCHOOLS FOOD SERVICE

The Falmouth Public Schools Food Services offers breakfast and lunch daily. We are committed to meeting the needs of our students with healthy and nutritious meals. We welcome your child or children to our program. If there are any special dietary needs they may have, please notify the cafeteria manager.

Make sure that your child has lunch money or a homemade lunch for each school day. Your support is essential to keep the costs low and the quality high. Support our school lunch program --- it is an excellent value for the money.

- a. Breakfast (\$1.50) is available to all students each morning in the cafeteria. The price for lunch is \$ 2.50 which includes milk.
- b. Milk, by itself, may be purchased for \$.50.
- c. Parents or guardians are welcome to have lunch with their children, however, you must eat with your child separate from other children. This is a safety issue as we do not require a CORI check for those that want to have lunch with their child. Please send a note or call the school by 9:00 a.m. if you will be eating with your child.
- d. An application for breakfast and lunch assistance will be sent home with students. Extra copies are available in the school office throughout the school year if your financial situation changes.

Lunch Charging Policy

Students that occasionally forget their lunch money or homemade lunch may charge lunch on that day and the lunch charge is paid back to School Food Services on the next school day. Students that exceed four (4) lunch charges may not charge lunch again until the lunch charges are paid in full.

GUIDANCE SERVICES

Guidance offices are open to all students, their parents or guardians and teachers from 8:25 A.M. to 3:00 P.M. and at other times by special appointments. Students are assigned to a guidance counselor and remain with the same counselor for grades 5 and 6. An open door policy allows for students to meet with their counselor by appointment. Students are encouraged to meet with counselors whenever there are questions. Counseling sessions that involve personal, social, home and family relations and peer relations are held in strictest confidence at the student's discretion. Students should request a pass from a counselor in advance, except for emergency situations, in which case the student should report to the guidance department for assessment. Parents are encouraged to confer with counselors during office hours. Conferences with teachers and counselors with or without students are desirable. Involvement of parents/guardians in the educational programs of students is strongly encouraged. It can be rewarding for students, and provides information about individual progress, adjustment and career plans.

REGISTRATION FOR NEW STUDENTS

Students new to Morse Pond School report to the Main Office with their parents or guardians and receive registration materials. The Guidance Counselor will meet with parents/guardians and student to discuss the student's individual needs. Once all required paperwork from the previous school has been received, and the registration materials are completed, the student will be assigned to a homeroom class.

GENERAL SCHOOL BEHAVIOR

A. BICYCLES

Students may ride bicycles to school, but the school cannot accept the responsibility for them. Bicycles should be parked and locked in the racks provided. It is recommended that a bicycle helmet be worn at all times.

B. CAFETERIA RULES

All school rules apply with special emphasis on the following

- a. Throwing food is not allowed
- b. Spitting is not allowed
- c. Trays or chairs outside are not allowed.
- d. Students are expected to pick up after themselves
- e. There is to be no trash left on or under the tables

C. CARD PLAYING

Card playing and the playing of any games of chance (gambling) are not permitted at any time.

D. CORRIDORS, LAVATORIES AND RESTRICTED AREAS

Students may not loiter in corridors or lavatories. During non-passing time students must have signed passes from staff members to be in corridors and lavatories. Certain areas of the school building and grounds are restricted and students are not permitted to be in those areas unless accompanied by a staff member. Restricted areas include most areas outside the building.

E. DRUGS AND ALCOHOL

Any student who has consumed, has in his/her possession, or is knowingly in the presence of drugs or alcohol on school grounds, on school buses, at school sponsored functions, at dances, or en route to school-sponsored activities, will have the appropriate penalties enforced.

F. FALSE ALARMS AND FIRES

Any student who turns in a false alarm, pulls an alarm, triggers a smoke detector or calls the fire department without justifiable cause or sets fires in school or on school grounds will be suspended and reported to the police and fire department authorities. Expulsion is a possible penalty.

H. PASSES

Passes are issued by staff and must be used only for the purposes stated. Students should request a pass from Guidance except for emergency situations.

I. PHONES (See Cell Phones)

During the school day, the school phone is available for student use in the main office.
In case of an **emergency**, the student must speak to an administrator.

J. PLEDGE OF ALLEGIANCE; MOMENT OF SILENCE

Each day in homeroom, the Pledge and a Moment of Silence will occur. Each student is expected to participate respectfully in these activities by standing and reciting the Pledge, and by remaining silently seated during the Moment. A student who, for reasons of belief or conscience, does not participate in the Pledge should briefly indicate to the homeroom teacher or administrator these reasons and may stand or sit quietly during the activity.

K. TOBACCO SMOKING AND CHEWING

Use of tobacco products or items on school grounds, on school buses, or at school functions is against the law in accordance with Massachusetts General Law Chapter 71, Sections 2A and 37H. Students will be referred to the School Resource Officer for possible legal consequences.

Appropriate penalties will be enforced

L. VISITORS

All visitors should report directly to the main office for a visitor's pass.

Students may not have visitors during the school day.

Delivery of flowers, balloons, etc., is not permitted and will not be accepted during the school day, as it is disruptive to the educational process.

REGULATIONS REGARDING PERSONAL AND SCHOOL PROPERTY

A. CELL PHONES

Cell phone use including text messaging is not permitted during regular school hours and during detention. Students may carry cell phones but they WILL NOT be visible or ACTIVATED during school hours or a detention will be assigned.

B. COMPUTERS

Violations of the Technology Acceptable Use Policy will result in disciplinary action, including possible suspension from school, monetary restitution and denial of access to computers and courses at Morse Pond. Personal use of e-mail at school is not permitted. Students are to use computers in a responsible manner. Vandalism, theft and accessing protected files will not be tolerated. Monetary reimbursement (like a lost book) will be required for any consultant fees paid by school system to restore/repair damage by such violations. A class form will be signed and maintained by computer department teacher.

C. FIRECRACKERS

Firecrackers and any other explosive devices are illegal and are prohibited in school. Violation will result in the appropriate penalty being assigned.

D. LOCKERS

Morse Pond School is responsible for providing each student a functioning locker. Students are responsible for the condition of their original locker beginning with the first day of school. Locker problems should be reported in writing to the office. **Each student is assigned an individual locker. Students are not permitted to share lockers.** Personal lockers are school property loaned to students for the purpose of temporarily storing books, school material and clothing. The school may have any or all lockers searched, including by canines, if there is reasonable suspicion that one might contain illegal material. The school does not assume any financial responsibility for property lost or stolen from lockers.

Students are urged to keep lockers properly locked by rotating dials at least one full turn after closing. No private locks are permitted.

E. PAINT AND MARKERS

The school supplies materials needed for shop, art and other classroom projects. Students should not be in possession nor have in lockers paint, markers and other materials that may be used in defacing or vandalizing school property. If such materials are discovered, the appropriate penalty will be assigned up to and including out of school suspension.

F. SEARCH OF STUDENTS AND THEIR PERSONAL PROPERTY

A search may be done of a student or of his/her personal property if a school administrator considers that there is reasonable cause based on school rules dealing with theft, weapons, drugs or other illegal substances. Searches should be carried out in the presence of a second adult in a setting which protects the privacy of the student to the greatest degree possible. Searches should be only as complete as reasonable to find the specific materials under suspicion. Student property may be confiscated and need not be returned where its use violates school regulations. Searches made at the discretion of the school administrators do not require prior notification of parents. However, searches done at the request of law enforcement officials require prior notification of parents, whenever possible. Such searches should be performed by the law enforcement official with a school administrator present.

G. SCHOOL PROPERTY — LOSS, THEFT OR VANDALISM

All books and materials, academic or athletic, are loaned by the school and must be returned in good condition or paid for. Students are responsible for respectful care of school equipment and facilities. Intentional damage (vandalism) requires replacement or repair and appropriate penalties will be enforced. Cost of accidental damage must be met by payment. Lost and Found items should be brought to the principal's secretary in the main office.

H. SPORTS AND RECREATIONAL EQUIPMENT

Sports and recreational equipment are not to be carried around the building. Skateboards and line skates are not to be used on school property. They will be confiscated. The student will serve a detention. The item(s) will be returned to the student's parent or guardian.

I. STANDARDS OF DRESS - Student Guidelines:

1. When implementing this policy, the administration, teachers, and other school authorities should be mindful of the constantly changing nature of the styles of dress and grooming in our society and the transient "fads" often evident in the dress and grooming of school youth.
2. The primary responsibility for appropriate dress lies with the student and his/her parents or guardians. However, in the interest of maintaining the required school climate essential to meaningful teaching and learning, the principal may ban dress that is inappropriate due to health, safety, and/or disruption to the educational process.
3. Standards of Dress for students shall comply with the following guidelines:
 - a. Dress must not interfere with the educational process or the rights of others to secure an appropriate education.
 - b. Dress must not be destructive of school property (e.g., shoes that scratch the floors, or cleats).
 - c. Wallet chains of an excessive length, and sunglasses should not be worn in school.
 - d. Dress or jewelry must not have comments or designs that are obscene, lewd, or vulgar.
 - e. Dress or jewelry must not be directed toward or intended to harass, threaten, intimidate or demean an individual or group because of sex, color, race, religion, handicap, national origin or sexual orientation.
 - f. Dress or jewelry must not advertise alcoholic beverages, tobacco products or illegal drugs.
 - g. Dress/clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid thigh is prohibited. Strapless shirts or dresses, spaghetti straps, bare midriffs, plunging necklines, and off the shoulder shirts are prohibited. Skirts, shorts and dresses must be appropriate in length for the school setting.
 - h. Dress that consists of low-hanging pants and tank tops is prohibited.
 - i. Clothing that is see-through is unacceptable.
4. Coats, jackets, hats and other forms of head coverings are not to be worn in school during the school day.

J. THEFTS:

Taking any personal property from another person or from that person's locker is not permitted. Such theft or damage is not covered by school insurance policies, but may be covered by homeowner's insurance.

Students are encouraged to leave valuable personal property including large sums of money at home.

K. WEAPONS:

The possession of a dangerous weapon, including but not limited to, firearms, knives of any size, laser pens, mace or pepper spray, or any object that may be considered a weapon is forbidden. Canes or other similar devices are not to be used or carried unless the school nurse has on file a physician's recommendation that a student use them. Violation will result in the appropriate penalty being assigned.

BUS SAFETY

Students are reminded that all school rules and expectations of behavior apply on buses in transit to and from school, extracurricular activities and field trips. Upon arrival on school property, a student is considered present and should enter the building. Students who then leave school without permission will be considered truant and/or cutting classes and appropriate consequences will be assigned.

Once the school buses have been released, students may not cross in front of any bus until all buses have left school property. Failure to comply will result in disciplinary action.

Bus Regulations

The bus driver has full authority and responsibility to enforce order and maintain discipline on the bus. In the event of a discipline problem with a student, the driver will deliver the student to his/her destination and then notify the principal or designee via a BUS CONDUCT REPORT. In the event of a discipline problem that impedes the safety of the bus driver continuing on his/her route, the driver may summon help from either his/her employer, the Transportation Coordinator, or in the most severe instances, the local police.

Violations

The following violations may result in a suspension of riding privileges for a period to be determined by the building principal or designee.

1. Fighting on the bus
2. Lighting matches or cigarette lighters
3. Tampering with bus equipment/safety equipment
4. Improper use of emergency exits
5. Throwing objects at, out of or within the bus
6. Profanity or other disrespectful language or gestures
7. Spitting
8. Smoking
9. Harassment of other students or the bus driver.
10. Intentional damage to the bus or bus equipment; student will be held responsible for any defacing or damaging of the bus
11. Refusing to remain seated while the bus is in motion
12. Refusing to obey or comply with a driver's request or directions

The following violations shall result in an indefinite suspensions of riding privileges. The building principal or designee will determine the length of suspension.

1. Possession, sale or use of drugs
2. Possession, sale or use of alcoholic beverages
3. Possession or use of a dangerous weapon
4. Repeated violations of bus rules and regulations

Disciplinary action for violations other than those listed above shall be at the discretion of the building principal or designee.

Falmouth school buses may be equipped with video cameras mounted above the driver. Further information on this policy is available from the Transportation Department at the Administration Building or by calling (508) 548-0151.

FALMOUTH PUBLIC SCHOOLS NOTICE OF NON-DISCRIMINATION

Falmouth Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 151B of the General Laws.

To file a complainant alleging discrimination or harassment by Falmouth Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact:

George Spivey, Equity/Affirmative Action Officer
Falmouth Public Schools
340 Teaticket Highway
East Falmouth, MA 02536
508-548-0151 ext. 174

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Falmouth Public Schools also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223- 9695.

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Falmouth Public School's final disposition on a complaint filed through Falmouth Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Elementary and Secondary Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Falmouth Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Maiden, MA 02148-5023 (telephone 781-338- 3300) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-727-3990).

Falmouth Public Schools Notice of Non-Discrimination

Dear Students and Parents/Guardians:

We believe in the multi-cultural, multi-ethnic and multi-racial community of Falmouth. We must be aware that what we say, do, or think, allow to happen, or fail to stop has the power to harm or to help our students, their families, our colleagues and ultimately ourselves. Remarks and actions that negatively impact members of our community are not acceptable. There are times when each of us is a member of a majority and times when we are in a minority. Each of us must be sensitive to the people around us and work for a school system and world in which we will be judged only by the content of our character. We are working to support fully the formal notice of non-discrimination on the above page; we want to know of any situation that might be in non-compliance.

Sincerely,

Marc Dupuis, Superintendent of Schools

PROTOCOL ON SHARING INFORMATION ON TRAGIC NEWS EVENTS WITH STUDENTS

1. We will not use Internet or television that confronts students with such disastrous events as they are taking place or in the immediate aftermath. Principals and administrators are responsible for monitoring that.
2. The principal or designee will make periodic informational update statements to students on the day of the event. In subsequent days video or photographic footage may be used to explore the events and hold follow-up discussions.
3. In all schools, when such tragedies or disasters stimulate emotional reactions on the basis of national origin, race or religion, or any categorical grouping, the schools will take appropriate steps to discuss the dangers of stereotypical statements.
4. All schools will work to assist parents with information on how to help students respond.

AFFIRMATIVE ACTION COMMITTEE COMPLAINT PROCEDURE

The Falmouth Public Schools Affirmative Action Policy forbids discrimination on the basis of race, color, religion, national origin, age, sex or handicapped status. If a student, staff member or parent feels that his/her rights under this policy have been breached, he/she may follow these procedures to seek a remedy.

1. The affected person may discuss the concern or breach with any involved school official or staff member. This official or staff member may be an administrator, a teacher, the Affirmative Action Officer, the Chapter 622/Title IX Compliance Officer or a member of the Affirmative Action Committee.

The purpose of this informal process is to provide the complainant a means of clarifying the problem, seeking counsel and deciding a course of action. The informal process may result in a satisfactory solution for the complaint and no further action is needed.

2. A formal complaint may be filed by the complainant. It should be filed with the appropriate school principal or with a Central Office administrator. It may be verbal or written. It should be filed in a timely manner.

The complainant shall give details and names in support of his/her complaint.

The administrator shall write a summary of the complaint and the remedies offered. Both administrator and complainant shall sign the summary. If the complainant objects to signing the summary, he/she may attach a statement.

3. If the administrator and complainant do not reach a mutually satisfactory solution within 30 calendar days, the complainant may file the complaint with the Affirmative Action Officer. The Affirmative Action Officer will investigate and attempt to resolve the complaint. If resolution is not forthcoming, the Affirmative Action Officer shall, within 7 days, schedule a meeting of the Affirmative Action Committee's Subcommittee on Complaints. The Affirmative Action Officer will supply the Subcommittee with all written records and results of any investigation.

4. The Subcommittee on Complaints shall hear all who wish to speak and all information offered on the subject. The Subcommittee may ask for school personnel to appear and give information. The meeting may be recessed and reconvened at a later time in order to seek more information.

5. The Subcommittee shall give a written recommendation to the Superintendent of Schools, who shall hand down the final decision.

ADDITIONAL PROTECTION FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, special education students may be suspended from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, the student's special education Team must develop a functional behavioral assessment plan. In many instances, the Team also may be required to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of conduct, except that the district must continue to provide the student with educational services during the period of the suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or the possibility of serious bodily injury to the child or others) until the Team develops and the parent(s) / guardian(s) consent(s) to a new IEP.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon or seriously injures an individual at school or at a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination the current placement is substantially likely to result in injury to the student or others. When a parent(s)/guardian(s) disagrees with the decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) have the right to request an expedited due process hearing from the Bureau of Special Education Appeals. Similar procedures apply to students who have been determined to have a disability under Section 504 of the Rehabilitation Act.

Additional information regarding the procedural protection for students with disabilities can be obtained from the Director of Pupil Personnel Services, who can be reached at the Administration Building. 508-548-0151 X122.

STATE LAW REGARDING PHYSICAL CUSTODY AND STUDENT RECORDS

A non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. The parent has been denied visitation, or
 3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted.

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access.

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

The *Family Education Rights and Privacy Act* (FERPA) is a federal law that governs the treatment of educational records. In general, it requires that the school obtain written consent prior to any distribution of information that can be personally identified.

One exception is the use of "directory information", which we are limiting to student name, date of birth, address, telephone and grade level. This **may** be disclosed to others without written consent, unless you tell us that you do not wish this to happen.

Memorandum of Understanding

The Memorandum of Understanding has been entered into by the Superintendent of Schools representing the Falmouth School Committee and the Chief of Police representing the Falmouth Selectmen to formalize procedures for communication and cooperation on incidents of alcohol and/or any other drug use, possession and distribution by students in the Falmouth School System. Each building principal or his/her designee will be the liaison with the Police Department. The School Resource Officer will be the police officer who interacts with the school system.

ATTENDANCE and DISCIPLINE EXPECTATIONS

1. Time lost from class is essentially irretrievable in terms of opportunity for instructional interaction.
2. State school attendance laws require 180 days school attendance. No more than 7 full days of absence are allowed for reasons such as illness, death in family, or religious holidays.
3. It is the policy of the Falmouth Schools to enforce school attendance in compliance with state laws.
4. Parents and students are asked to take attendance seriously, and give notes explaining any absence responsibly. Valuable staff time is lost investigating absence when a note is not provided.

OBJECTIVES

By improving attendance and encouraging punctuality, Morse Pond School hopes to achieve the following objectives:

1. Improve scholastic performance.
2. Develop an attitude of cooperation and responsibility in the student.
3. Place responsibility for attendance and punctuality on the students and their parents or guardians.
4. Develop habits of student as worker that are beneficial to life skills and future employment.

ATTENDANCE TERMS

- A. Cuts (absence from class when officially present in school or entering the class after the half-way point without authorization). **Students cutting class will NOT be allowed to make up work.**
- B. **Tardies to class (entering class after it has begun) without a pass. Every 3 tardies to a class results in a teacher detention.**
- C. Tardies to school (after 8:25 a.m.) **Students must check in with the Main Office before attending any class. Chronic tardiness to school by students will be brought to the attention of the guidance counselor. Detentions may be assigned by administration.**

TARDY AND DISMISSAL PROCEDURE

Dismissals and tardiness to school will require written documentation as outlined on this page in order to qualify as an exemption.

DISMISSAL NOTES

BEFORE LEAVING SCHOOL FOR ANY REASON, A STUDENT MUST:

1. have written permission from their parents or guardians.
2. submit the dismissal note to the main office and classroom teacher.
3. include, in the dismissal note, student's name, ID#, homeroom, reason for dismissal and telephone number where parents can be contacted for confirmation.
4. pick up dismissal note at the Main Office between classes
5. in case of an emergency, have a parent or guardian come into the Main Office to dismiss student.

Early Dismissals From Nurse

If a student is not feeling well, he/she will report to the school nurse. The nurse, if necessary, will contact the parents or guardians, who must come into the nurse's office to dismiss the student. When necessary, the nurse will contact the main office regarding student dismissal.

DISCIPLINE PHILOSOPHY

The school believes that the maintenance of discipline is necessary in order that an effective educational program may be conducted. The ultimate goal of discipline shall be the development of self direction in individual students. A policy is established that recognizes the rights and dignity of others and is based on humanitarian and democratic principles.

Discipline begins in the home with the responsibility of parents to develop a positive attitude toward study and behavior. No code established or action taken by school officials can be effective without parental acceptance of this primary responsibility. Discipline continues in the classroom with the relationship between the teacher and the student.

Morse Pond School is unequivocally committed to the principle that disorderly and disruptive behavior shall not be permitted to interfere with the right of other students to pursue an education. While most discipline problems should be handled by the teacher, student and parent, the administration has the responsibility to support and maintain the enforcement of school discipline policies within the building.

All students are required to conduct themselves at all times in a manner that is in the best interest of the school and its students. Every reasonable effort will be made to keep students within the school's sphere of influence, using suspension and/or expulsion only as a last resort. In this connection, students are reminded that:

- A. The exercise of any of a student's rights ceases when it infringes on the rights of another individual or group.
- B. No student has the right to disrupt the educational process within a school.
- C. It should be understood that this is not a limiting document; not all possible violations have been identified and not all possible methods of resolutions have been listed.
- D. All students will have the right to due process procedures in matters of suspension, transfer, and expulsion.
- E. Corporal punishment: The School Committee stresses that any physical punishment of students is against state law. Use of reasonable physical force by school personnel is permissible to stop a confrontation endangering the welfare of a student or staff member and in cases of self defense.

OBJECTIVES

1. To provide the student with a program that includes ample opportunity for a modification of his/her behavior.
2. To provide a program that is progressive (moderate to most severe action).
3. To provide consistency in the administration of disciplinary actions.
4. To provide students, parents and school personnel with a clearly stated advance knowledge of the courses of action to be followed in handling discipline matters.
5. To provide a policy which is consistent with the principles of a democratic society.

CLASSROOM DISCIPLINE

All students are required to conduct themselves in the classroom in a manner conducive to learning. Teachers will give classroom management plans to students during the first week of school. Students are expected to follow the classroom rules of each of their teachers. Students should pay special attention to each teacher's rules regarding tardiness to class and classroom conduct. Any discipline infractions and consequences that apply to the classroom will be dealt with by administration after teachers have implemented disciplinary action of their own, contacted parents and documented with discipline referrals when student behavior shows no improvement. Students who are assigned a teacher or administrative detention are given 24 hour notice.

CODE OF DISCIPLINE – OVERVIEW (Code of Conduct)

The violations of the Code of Discipline enumerated below describe the school-related disciplinary offenses for which a student may be subject to suspension, long-term suspension or expulsion. Note that the school has the authority to impose such discipline when violations of the Code of Discipline occur:

- while the student is on school grounds (with the exception of discipline based upon a felony charge pursuant to M.G.L. c 71 § 37H1/2 – see page 33)
- during a school sponsored activity;
- while on school-provided transportation en route to or from a school or school-sponsored activity (field trip); or
- while walking to and from school or waiting for or riding on public transportation to and from school.

All Morse Pond School students are expected to represent the highest ideals of citizenship, academic performance, and sportsmanship. Any behavior, which reflects negatively on the school, the student's club, team, school-sponsored activity, or his/her community, may result in suspension or removal from participation in school sponsored events.

SPORTSMANSHIP CODES

1. Exhibit respect for himself/herself, his/her family, school teachers, community, opponents, and all persons connected with the activity.
2. Display upright conduct and the spirit of fair play at all times.
3. Develop self-control, self-direction, and sound judgment.
4. Refrain from and discourage abusive language and actions at all times.
5. Win with glory, and if necessary, lose without bitterness.
6. Play hard to win, but with respect for the rules of the game.
7. Convince others by example that athletics really promote the physical, mental, social and moral welfare of all concerned.

CORRIDOR BEHAVIOR

Students must use reasonable caution and common sense when passing from class to class. Running is not allowed in the building, since it could cause injury in the event of a collision with another student. In addition students should:

1. Use the most direct route in order to avoid being late to class.
2. Keep corridors open to traffic by walking to the right. **Do not block traffic by standing in groups.**
3. Pass through corridors quietly. Be considerate of others in the halls and classrooms.
4. Discard trash in the containers provided. Keep the school clean by picking up paper from the floors.
5. Leave the school building within 15 minutes after dismissal unless under the supervision of a teacher.

Immature behavior such as yelling, hooting, and whistling is not conducive to a sound learning environment and is not allowed.

Display of affection:

While the teaching of socialization skills is one of the objectives of our school, students should also recognize that their behavior reflects upon themselves and their family. Students are required to conduct themselves properly. Public displays of affection constitute improper behavior for the teaching/learning environment and general school atmosphere, and will therefore not be tolerated.

ELECTRONIC DEVICES

In order to insure a productive educational environment and for security reasons, students in the Falmouth Public Schools are prohibited from displaying or using communication or other electronic devices such as, but not limited to, beepers, cell phones, including text messages, IPODS, picture phones, video phones, e-mail, and two way radios at any time on school property during the school day. Exceptions may be made by a supervising adult regarding use before school, after school, and on school buses. Violation of this policy may result in disciplinary measures as well as the confiscation of the communication implement. The taking, filming or transmitting photographic or digital images of any person on school grounds without his/her permission is prohibited.

Teacher Detention/Office Detention

When a teacher assigns a teacher detention, students are required to stay with the teacher until 4:00 p.m. The teacher will assign the date of the detention. The teacher will call the parent/guardian to notify them if the student fails to attend the teacher detention. The teacher will need to seek the assistance of guidance and/or the administration if he/she is having difficulty in communicating with the parent/guardian. The teacher will then write a referral to the administration indicating that the student has cut his/her detention. The administrator will discuss the issue with the student and if no legitimate reason is given, the student will receive an administrative detention on the next available Monday or Wednesday from 2:50 p.m. to 4:00 P.M. If the student fails to attend this detention, he/she will receive an additional administrative detention.

Class cut - Teacher will assign teacher detention and call home.

Student use of cell phone or other prohibited electronic devices in classroom:

1st time- detention, return phone end of day

2nd time- detention, phone must be picked up by parent

Disruptive classroom behavior

Leaving class without permission

Minor insubordination

Misuse of pass

3 tardies to class yields a teacher detention for that class.

Truancy results in an office detention for each class missed

Minor infractions of the Code of Discipline are usually addressed initially with detention(s):

Some examples are:

Class cut

Class disturbance

Electronic devices used during school time

Failure to report to teacher and/or Administrator

Failure to sign into school

Forged note or phone call

Inappropriate or distracting clothing and/or footwear

Leaving the building without permission

Loitering

Taking food out of the cafeteria

Tardiness to class

Tobacco Possession

Teacher/ Office Detention is from 2:50 - 4:00 PM

Late bus departs at 4:15 PM

Major Infractions

A major infraction of the Code of Discipline disrupts the school environment and creates an unsafe atmosphere for the school community. Major infractions of the Code of Discipline will result in disciplinary action up to and including expulsion. The following behaviors are considered major infractions of the Code of Discipline:

- Alcohol/Drugs Policy violations
- Assault
- Bomb scares, fake fire alarms
- Cheating / Plagiarism
- Failure to identify oneself, defiance
- Insubordination
- Felony, felony delinquency
- Fighting
- Fireworks possession
- Food fight
- Gambling
- Hate Crime
- Hazing
- Inappropriate use of school technology
- Intimidation, threats, harassment
- Present in an unauthorized area
- Profane, vulgar, obscene behavior
- Repeated violations of the Code of Discipline
- Sexual harassment
- Smoking
- Theft of school or student property
- Throwing objects to endanger people
- Truancy
- Vandalism
- Violation of civil rights and safety
- Weapons

1. Assault and Battery/Bodily Harm

- a. **Assaults / Fights** -- causes or attempts to cause physical injury or harm to another person, or intentionally acts in a manner that could reasonably place another person in danger of physical damage or harm. (See also M.G.L. c. 71 § 37H included in the Handbook).
- b. **Food fight** — throws food or other objects in the school cafeteria and/or creates a disruptive environment.
- c. **Throwing objects** (including snowballs) -- throws an object out of school windows or on school grounds, throws inappropriate objects on the school grounds.

2. Possession of Firearms, Dangerous Weapons, Dangerous Objects

- a. **Weapons** -- possesses, uses, handles, sells or transmits any firearms or other weapons on school property or at any school activities. "Other weapons" includes knives, razor blades, blackjacks, nunchucks, kung fu fighting sticks, and/or other inherently dangerous weapons, including but not limited to mock and toy guns. (See also M.G.L. c. 71 § 37H included in the Handbook).

Firearms

Firearms of any sort are not allowed on school grounds. The definition of firearms includes any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

Firearms Statute General Law Chapter 70, Section 10

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provision of chapter one hundred and forty, carries on his person a firearm as herein defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year or both. For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

- b. **Fireworks** — possesses, uses, or causes to explode any firework or chemical.

According to the General Law of the Commonwealth of Massachusetts:

-“No person shall set or have in his possession, or under his control, or use, or explode, or cause to explode, any combustible or explosive composition or substance or any other article, which was prepared for the purpose of producing a visible or audible effect by combustion, explosion, defloration or detonation.”

-“Whoever shall sell or keep for sale any fireworks in violation of this section shall be punished by a fine of not less than ten dollars nor more than one hundred dollars.”

These excerpts are taken directly from the Laws of Massachusetts. The public law on fireworks will be strictly enforced within the buildings and on the grounds of the school. Students in violation of the above laws will be suspended immediately and/or referred to the authorities for court action.

3. Controlled Substances, Alcohol, Tobacco

- a. **Alcohol or Drugs** - - Knowingly possesses, uses, sells, transports or attends school under the influence of drugs or other related controlled substances. Included as a prohibited practice in this policy is possession of drug paraphernalia, including but not limited to pipes, roach clips, rolling papers, etc. (See also M.G.L. c. 71 § 37H included in the Handbook).

Use by a student of a drug authorized by a medical prescription from a registered physician in accordance with the instruction for use as prescribed shall not be considered a violation. Being in the “knowing presence” where alcohol or drugs are being consumed, under the influence of alcohol, transporting, distributing, and/or selling is punishable as a major offense. It is required that students remove themselves from areas or situations where drugs or alcohol are present or in use. The student’s condition will be assessed by the school administrative personnel at the time of the incident and is contestable only at that point in time.

Students suspended for drug or alcohol offenses must submit written proof of negative results from a drug and alcohol screening test prior to being re-admitted to school. The test will be required for any nature of alcohol or drug offense whether it be possession, use, selling, transferring, under the influence of or in the presence of (example: school vehicles). Costs for tests are borne by the student and/or parent, and are not reimbursable.

Students suspended for alcohol or drug offenses will not be permitted to attend any school functions for the remainder of the year. Students may appeal this portion of the suspension consequence to the school’s Principal no later than 14 days prior to the event. The determination of the Principal is final.

b. **Smoking/Tobacco Use** —Uses tobacco at any time at Morse Pond School or at school-sponsored functions. This includes all school property, transportation vehicles used in events, field trips, etc. Snuff, chewing and smokeless tobacco are treated the same as all other tobacco products for the purposes of this rule.

4. Felony or Felony Delinquency Charges

- a. Student has been charged with a felony (or with a felony delinquency for a student under 18); and the Principal, determines and states in writing that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. This offense may result in a suspension pending adjudication of charges. The student may appeal such a decision to the Superintendent. (M.G.L. c 71 § 37H1/2).
- b. Student has been convicted of a felony (or upon an adjudication or admission in court of guilt for a felony or felony delinquency); and the Principal determines and states in writing that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. This offense may result expulsion. The student may appeal such a decision to the Superintendent. (M.G.L. c 71 § 37H1/2)

Morse Pond School cooperates fully with law enforcement agencies regarding felony or other criminal investigations.

5. Harassment and/or Violation of Civil Rights

- a. Intimidation — presents any form of behavior that interferes with another person’s sense of safety, dignity, comfort, or productivity in the school environment, such as:
 - name calling (verbal / written), teasing, mimicking, slurs, or other derogatory remarks;
 - offensive graffiti, symbols, posters, pictures, cartoons / caricatures notes, book covers, or designs on clothing;
 - phone calls, e-mails, text messaging, and/or instant messages;
 - touching of a person or a person’s clothing;
 - words, pranks, or actions which provoke feelings of embarrassment, hurt, or humiliation;
 - stalking;
 - discrimination.
- b. Threats — suggests verbally and or physically an intent to harm another person
- c. Harassment engages in behavior, unwelcome by the recipient, which threatens a person and impairs the learning process, impinging upon the safe climate of the school. Harassing behaviors include, but are not limited to, behaviors that relate to a person’s: gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, physical/mental capacity. (Please see more specific information on the Morse Pond School policy on harassment and discrimination in this handbook.)
- d. Hate Crime - commits any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed overt act motivated at least in part, by racial, religious, ethnic, handicap or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person’s exercise of constitutional rights through harassment or intimidation.
- e. Hazing - willfully or recklessly endangers the physical or mental health of any student or other person.

Hazing carries possible penalties as described below. The following sections from the Massachusetts General Laws concern the crime of hazing:

Section 17: “Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forcing calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substances, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.”

Section 18: “Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report such crime.”

Penalties will range in nature from parent conferences up to, and including, exclusion. All hazing allegations will be reported to the police.

6. Dishonesty, Stealing, and Vandalism

- a. Theft of school/student property — Takes school property or the property of another person, with or without force, coercion, intimidation, or threat of violence.
- b. Vandalism — Cuts, defaces, marks up, or otherwise injures in any way, any part of the school property, books or equipment.
- c. Inappropriate use of technology — misuses computers or software programs; installs, downloads, and/or prints inappropriate or obscene materials, intentionally misuses another student or staff person’s identification number or password. (See Acceptable Use Policy, Page 47).
- d. Cheating/Plagiarism — copies prepared material and present it as one’s own, copies another student’s work during a test, plagiarizes in term papers or gives false information to teachers. (See Academic Integrity in the Handbook.)
- e. Forging Notes or False Phone Calls — Forges or falsifies notes, corridor passes, or other authorizing documents. Impersonates a parent in writing or by any electronic method for the purposes of circumventing school rules.

7. Disruption to the School Environment

- a. Inappropriate Use of Technology — Students may not photograph or record teachers, students, administrators, or other school staff without their written permission, post images of staff or classroom activities on the Internet or any other form of electronic communication, including social networking postings such as myspace.com, without written permission. Students may not use any form of electronic communication to harass, intimidate or threaten MORSE POND SCHOOL students or staff.

Any student who engages in such inappropriate communication causing a member of the school community to feel harassed, intimidated or threatened, or who substantially disrupts the educational mission of the Falmouth Public Schools shall be subject to the following disciplinary consequences depending upon the severity of the misconduct:

- Removal from class or classes
 - Detention
 - Suspension
 - Community Service
 - Long-term suspension (beyond 10-days)
 - Expulsion
- b. Bomb Scares — Calls in a false bomb report. This action is a felony punishable by imprisonment in the state prison for up to twenty years and by a fine of up to ten thousand dollars (MGL Ch. 169 Sect. 14A). Persons making such report will be suspended and referred to police.
- c. Failure to Identify, Defiance of Authority, Insubordination — Refuses to comply with lawful orders of administrators, teachers or other authorized school personnel while properly under their authority or supervision; refuses to identify oneself or gives a false name or identity when asked by a faculty member.
- d. Fire Alarms — pulls a fire alarm when no fire or other emergency exists. Massachusetts Law provides for imprisonment in a jail or House of Correction for up to one year, or for a fine of not less than one hundred dollars (\$100) for anyone who causes to be made a false alarm of fire (MGL. Ch. 269 Sect. 13). Anyone apprehended making a false alarm on school property will be suspended and referred to the authorities for court action.
- e. Gambling — gambles and/or sells or distributes gaming cards, football cards, and other gambling materials. All gambling is prohibited on school grounds or at school functions.
- f. Leaving School Building Without Permission — leaves the school grounds before the end of the school day without written permission from an Administrator or the Principal.
- g. Present In an Unauthorized Area — is physically present in an area that is off limits to students.
- h. Profanity, Vulgar Language, Obscene Behavior — uses profanity, vulgarity, obscene behavior or obscenities directed at another student or member of the staff upon school premises or at school related events.
- i. Failure to Cooperate During a School Emergency — does not conform to established rules regarding leaving the school building or remaining in an assigned location during any emergency or drill for such emergency.

8. Repeated Violations of the Code of Discipline

a. Repeat Violations — repeatedly commits one or more of the offenses described in Sections 1 through 7 above. Consequences for repeated and flagrant violations of the Code of Discipline may result in long-term suspension or expulsion, but not until all other consequences and remedial strategies have been attempted. These consequences and strategies may include, but are not limited to, verbal or written warnings, counseling, parent conferences, restitution, restrictions from school activities, behavior contracts, weekly progress/ behavior reports, peer mediation, detention, late detention, and short term suspension.

PROCEDURES FOR SHORT TERM SUSPENSION BY THE PRINCIPAL OR DESIGNEE

The Principal or designee may suspend students for periods of ten days or less, to be served out of school. When a student is suspended, the following procedures will be followed:

1. Except where the student's presence endangers persons or property or threatens disruption to the academic process, no student will be suspended prior to having a meeting before the Principal or designee. At this meeting, the student will be informed of the reason(s) for the proposed suspension, and will be given an opportunity to respond. In an emergency situation that requires the immediate removal of a student, the meeting will be held as soon after the suspension as possible.
2. The Principal or designee will make an effort to notify the student's parent(s) or guardian(s) about the suspension.
3. The Principal or designee will send a letter to the parent(s) or guardian(s) confirming the suspension. This notification shall contain:
 - a. the number of days of suspension;
 - b. the re-admittance date;
 - c. the reason(s) for suspension as provided in the Code of Discipline;
 - d. a request for the readmission conference, held prior to the student's return to school, the nature of which will be at the administrator's discretion (e.g., phone conference, in person meeting, etc.).
 - e. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

PROCEDURES FOR LONG TERM SUSPENSION OR EXPULSION

When considering expelling or suspending a student on a long-term basis, the Principal will follow the steps set forth below. An expulsion is defined as a permanent exclusion from the Public Schools and a long-term suspension as suspension exceeding ten school days. (See also, M.G.L. c.71, §37H, included in this Handbook)

1. Provide written notice of the following:
 - a. Charges and a statement of the evidence
 - b. Date, time and place of a hearing
 - c. Notice of the right at the hearing to:
 - i. be represented by legal counsel (at the student's/parent's own expense)
 - ii. present evidence
 - iii. confront witnesses
2. Provide a written decision setting forth the facts upon which the decision is based. A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student pursuant to M.G.L. c.71 §37H, by sending a written request to the Superintendent within 10 days of the notice of suspension/expulsion. The suspension/expulsion will remain in effect pending completion of the appeal.

Notwithstanding the above, the Principal may suspend or expel a student from school, under the provisions of Chapter 71, Sections 37H and 37H 1/2 of Massachusetts General Laws for the following offenses when they occur on school premises, at a school sponsored or school-related event:

- possession of a dangerous weapon
- possession of a controlled substance as defined in Chapter 94C of General Laws
- assaults upon a Principal, teacher, teacher's aide, or other educational staff, and
- circumstance in which a student has been charged with or convicted of a felony, charged/convicted of a felony using the standards and procedures set forth in M.G.L. c.71, § 37H1/2.

Chapter 71: Section 37H. Policies relative to conduct of teachers or students; student handbooks

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In the school building, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H½. Felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or designee of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or designee if said principal or designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

(1) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or designee, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or designee of a school in which the student is enrolled may expel said student if such principal or designee 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 such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or designee, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

All students, including those receiving special education services under IDEA, are expected to follow all rules and regulations stated in this Student Handbook. Any modifications of disciplinary policy for special needs students will be written into their individual education plans. Parents of students on an individualized education plan may contact the Director of Special Needs for more information regarding rights and protections provided to special education students receiving disciplinary consequences for their conduct.

In all cases, the suspension/expulsion will remain in effect pending completion of the appeal.

Details and Ramifications Of Suspension

Before being re-admitted from a suspension, the student must report to the designated school official with a parent or guardian for a conference. Students suspended from the Morse Pond School are not to be in any school building or on any school grounds without permission from the Principal or designee.

A student on suspension is excluded from participating in or attending any school-related functions or activities until the first day of classes after the completion of the suspension.

Suspensions prior to a weekend, holiday, or vacation period will render that student ineligible for any school event participation during that weekend or holiday period. Under normal circumstances a suspension begins immediately on the day it is assigned and ends on the day the student formally is readmitted and in attendance at school. Suspension days do not include holidays, weekends, or snow days, i.e., a three-day suspension must be served on three school days.

Students suspended for violation of the school's alcohol or drug policies will be re-admitted through the office of the Principal. The student and parent/guardian must attend the re-admittance meeting. Prior to formally returning to school the student must present a written lab report indicating his/her negative results for alcohol or drugs (including marijuana) within the body. The cost of this test is the total responsibility of the student/family.

A student who misses classes more than three days consecutively because of disciplinary reasons will be allowed to receive assignments and submit their completed work within three days of their return to school. Students should contact their Guidance Counselor to secure their work.

Students who receive an out-of-school suspension of three days or less will be required to submit their completed work within one day of their return. It is the student's responsibility to request the work.

Due Process

Due process ensures that when disciplinary action is taken against a student, the student has the right to be treated fairly. The penalty that a student receives must be reasonably related to the regulation that the student has violated and the student is entitled to certain procedural rights when discipline is possible and in appealing disciplinary action once it is taken. The Supreme Court has established the minimal procedural that must be followed before a student may be disciplined or suspended for less than ten days as follows:

- The student must be informed of what rule he/she has broken.
- The student will be given an explanation of why it is believed that he/she has broken the rule if he/she denies it.
- The student will be given a chance to tell his/her version of what happened.

Ordinarily these procedures are followed before a suspension takes place. However, if the student's conduct is dangerous to other persons or threatens to disrupt school, he/she may be suspended immediately. In such cases, the due process must be provided as soon as reasonable. When a suspension for a period longer than ten consecutive days, or expulsion is being considered, the student is entitled to more formal due process protections as follows:

- The student must be informed in writing of all the charges and the evidence.
- The student has the right to an impartial hearing. (The person who conducts the hearing will not be the one who seeks to impose the suspension.) The student and his/her (legal representative/parent/guardian) will be given adequate time to prepare for this hearing.
- The student has the right to be represented by a lawyer and/or advocate at the hearing. The student's (legal representative/parent/guardian) has the right to confront and to cross-examine witnesses.
- The student will have the right to present a defense of his/her position.
- The student has the right to a written decision.

A (legal representative/parent/guardian) may appeal any decision by the principal to suspend the student on a long-term basis, or to expel the student pursuant to M.G.L. c.71 §37H, by sending a written request to the Superintendent within 10 days of the notice of suspension/expulsion. Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony using the standards and procedures set forth in M.G.L. c. 71 §37H1/2.

In all cases, the suspension/expulsion will remain in effect pending completion of the appeal.

Discipline Levels and Responsibility

Teacher

Disciplinary actions may consist of preventive counseling, and before or after school obligations/detentions. Such obligations may be designed to correct attitudes or counsel on the responsibilities of living in the school community. Student club, sport, organization, or work responsibilities do not excuse the student from a teacher's discipline. A student's disciplinary action may be delayed by 24 hours to allow for appropriate notification.

POLICY ON SEXUAL HARASSMENT

I. DEFINITION

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by any member of the school staff to another staff member or when made by any student to another student when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when:
- B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:
- C. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

II. PROCEDURES for students

- A. First offense
 - 1. Discussion with a staff member that results in a letter written by the victim to the harasser describing the actions which were offensive. This letter could be written with the help of a mediator and will be signed and kept on file.
 - 2. Parent or guardian will be notified.
 - 3. Meeting between the harasser and the mediator may occur.
- B. Second Offense
 - 1. Two detentions.
 - 2. Parent or guardian will be notified.
- C. Third Offense
 - 1. 1-5 days Out of School Suspension.
 - 2. Discussion with principal.
 - 3. Parent or guardian will be notified.

POLICY ON PREVENTING HARASSMENT AND DISCRIMINATION/SEXUAL HARASSMENT

Overview

The Falmouth Public School System shall maintain a learning and working environment free from discrimination and harassment. In both the education and employment environments of the Falmouth Public Schools, various laws prohibit discrimination and harassment. In an education context, law prohibits discrimination and harassment on the basis of disability, national origin, race, color, religion, sex or sexual orientation. In an employment context, law also prohibits discrimination and harassment on the basis of age. All such harassment and discrimination is unlawful and will not be tolerated in the Falmouth Public School System. In September, building principals are responsible for reviewing and insuring that all staff are notified in writing annually of the building procedures for filing a report relative to incidents of discrimination and/or harassment.

Defining Discrimination and Harassment

Discrimination

Discrimination occurs when school system actions, procedures, policy or personnel treat an individual adversely in an educational or employment context solely on the basis of the individual's race, color, religious creed, national origin, sex, age, ancestry, citizenship, military status, sexual orientation, disability or genetic information. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

Sexual Harassment

Sexual harassment is unwanted attention directed toward a person because of his or her gender. Sexual harassment includes sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature where:

- A. submission to or rejection of such advances, requests or conduct is made as an implied or explicit term or condition of success in school, employment; or as a basis for employment conditions; or
- B. submission to or rejection of such conduct by an individual is used as the basis for student grading/participation decisions or employment decisions affecting such individual.
- C. the advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school or work performance by creating an intimidating, hostile, humiliating or sexually offensive learning or working environment.

Sexual harassment includes advances, requests or conduct by a student to a student, an adult to a student, an adult to an adult or student to adult. Sexual harassment can include advances, requests or conduct directed from male to female, female to male, male to male, or female to female. Sexual harassment can occur by conduct transmitted by telephone, computer, or other electronic means.

Examples of actions that may constitute sexual harassment include but are not limited to the following unwelcome actions:

Whistling, catcalling or making offensive noises; staring or making obscene gestures; making suggestive remarks, telling jokes of a sexual nature, or using derogatory sexual terms; displaying offensive photographs, illustrations, or sex related objects; blocking a person's movements; touching, brushing, pinching or patting; pulling or lifting of clothing; pressuring a person for dates, sex or information about personal relationships or sexual experiences; or leaving pictures of a homosexual or sexual nature on a locker or making derogatory comments of a homosexual nature; transmitting harassing remarks or pictures on the Internet, through a cell phone, or by other electronic means.

Other Forms of Illegal Harassment Including Hate Crimes

Harassment on the basis of race, color, religious creed, national origin, sex, ancestry, sexual orientation, or disability includes any unwanted physical or verbal action toward another that has the purpose or effect of creating an intimidating, hostile or offensive learning or working environment. Harassment of this form includes advances, requests by a student to a student, an adult to a student, an adult to an adult, student to adult, male to female, female to male, male to male and female to female. Harassment can occur by conduct transmitted by telephone, computer or other electronic means.

Examples of actions that may constitute harassment include but are not limited to the following:

Using racial slurs; displaying intimidating symbols or words such as swastikas; making generalizations; using stereotypes; telling racial or ethnic jokes; leaving pictures of a homosexual or sexual nature on a locker or making derogatory comments of a homosexual nature; transmitting harassing remarks or pictures on the Internet, through a cell phone, or by other electronic means.

Harassment in the Form of Bullying

Although not unlawful discrimination, actions in the form of bullying or victimizing (hate crimes) by any members of the Falmouth school community will be considered harassment under the Policy for Parenting and Discrimination.. A student is being bullied when he/she is exposed to negative actions from students, Falmouth Public Schools' employees, or other third parties that have the purpose or effect of substantially interfering with the student's school performance or creates an intimidating, hostile, or offensive learning environment for the student.

Examples may include but are not limited to:

Physical threatening (bullying); making derogatory comments about peoples' size, weight, height, etc.; making derogatory comments about peoples' perceived intelligence or ability or use of sarcasm.

Where Can Harassment Originate From

Harassment can come from:

Students; administrators, teachers, coaches or other employees of the Falmouth Public Schools; or third parties such as vendors or contractors doing business with the Falmouth Public Schools; visitors or volunteers present within the schools with the permission of the Falmouth Public Schools.

Statements Made Within the Context of the Academic Curriculum

This policy is not meant to stifle or chill the free exchange of ideas in the teaching and learning environment. It should be understood that in the teaching and learning environment, in order to encourage the learning process, statements, writings or visuals may occasionally take on overtones that could be offensive to some individuals. Teachers should use professional discretion when considering whether to include potentially offensive material in the curriculum and then inform students when this is the case and assure them that it is part of the learning environment and not meant to be discriminatory or harassing.

What to Do if You Feel You Have Been Discriminated Against or Harassed Students

Any student who believes he or she has been subjected to discrimination or harassment should notify any teacher, guidance counselor, nurse, any administrator in his/her building, or any central office administrator. To effectively resolve complaints of discrimination or harassment, people are encouraged to file complaints soon after an incident occurs. Parents or guardians will be notified within 48 hours.

The Family Educational Rights and Privacy Act (FERPA)

Statute: 20 U.S.C. § 1232g. Regulations: 34 CFR Part 99.

FERPA provides that an LEA (Local Education Agency) that receives Department funds may not have a policy or practice of denying parents the right to:

- Inspect and review education records (34 CFR § 99.10).
- Seek to amend education records (34 CFR §§ 99.20, 99.21, and 99.22).
- Consent to the disclosure of personally identifiable information from education records except as specified by law (34 CFR §§ 99.30 and 99.31).

These rights transfer to the student when he or she turns 18 years of age or enters a postsecondary educational institution at any age ("eligible student").

LEA must annually notify parents and eligible students of their rights under FERPA. 34 CFR § 99.7. The annual notification must also include:

- The procedure to inspect and review education records;
- The procedure to request amendment of education records;
- A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the agency or institution discloses or intends to disclose personally identifiable information to school officials without consent; and
- The right of parents to file a complaint with the Family Policy Compliance Office (FPCO) in the Department.

(A model FERPA notification for LEAs is enclosed and is also available on FPCO's Web site - www.ed.gov/policy/gen/guid/fpco.)

Falmouth Public Schools' Technology Acceptable Use Policy - Student

Introduction

The Falmouth Public Schools, through its mission statement and core beliefs, encourages students to be engaged in their education in a way which develops their capacity to pursue their goals and foster life-long learning. Technology is an integral part of the Falmouth mission and its use supports our goals to promote academic excellence and to enhance teaching and learning. Through access to all forms of technology, our students will gain the skills and expertise to prepare them for an increasingly technology-oriented society. Technology and the Internet have great potential both for use and abuse. Access to district technology is a privilege, not a right, and can be revoked if it is abused. The expectation of the Falmouth Schools is that all users will act responsibly in accordance with this Acceptable Use Policy.

Policy

It is the policy of Falmouth Schools to provide access for employees and students to technology, including networks and the Internet, for educational and administrative purposes. Users are expected to conduct themselves in a responsible, ethical and polite manner while using district technology resources. Falmouth has taken precautions to eliminate controversial material and implements Internet filtering in accordance with the federal Children's Internet Protection Act. It also recognizes that it is impossible to restrict access to all controversial materials and cannot replace appropriate student use and supervision by a responsible adult. In addition, some resources accessed may be inaccurate, inappropriate for classroom or library/media use, or contrary to school standards. If such inappropriate material is inadvertently encountered, it shall be the student's responsibility to disengage immediately and report it to the principal or his/her designee. Ultimately, students are accountable for all activities conducted while using technology in school. Use of district technology will be governed by applicable sections of the Falmouth School Committee Policies and the Parent/Student Handbooks. The network is the property of the school district; therefore Falmouth reserves the right to monitor all use, making it subject to inspection at any time. Students should have a limited privacy expectation in the contents of their personal files on the network. All students shall assume full liability; legal, financial or otherwise for their use of technology.

Expectations

The primary use of district technology resources is for educational purposes; non-school uses are not permitted. Personal information should never be transmitted on the Internet. Improper uses of district technology resources are prohibited. Unacceptable uses include, but are not limited to:

- Violation of copyright or plagiarism of another person's intellectual property
- Violation of any local, state or federal statute
- Violation of computer security systems or access to another person's files without permission
- Access, upload, download or distribute illegal, pornographic, gambling or hate materials
- Transmission of obscene, abusive or sexually explicit language or images that could be considered harassment or bullying
- Disruption of system performance including changing configurations or attaching devices, physically or wirelessly, that will disrupt the system performance
- Use of the system for commercial purposes, defined as offering or providing goods or services
- Public resources may not be used for political campaigns. Users may communicate with their elected representatives
- Any form of vandalism, including but not limited to damaging equipment, networks, data or programs, disseminating malicious software programs such as viruses, and/or disrupting the operation of the network
- Any activities that might cause a disruption of the educational process

Sanctions: Disciplinary actions will be handled by the building principal in accordance with the applicable provision detailed in the student handbook. Consequences imposed will be based upon the severity of the violation. Falmouth Schools will cooperate fully with the local, state or federal officials in any investigation concerning any illegal activities conducted through the district system.

HONOR CODE

I. A PHILOSOPHY OF INTEGRITY

Morse Pond School is a school dedicated to the ethical attainment of knowledge by sincere, committed effort. Therefore, the Morse Pond School community recognizes the crucial role of personal integrity in all academic endeavors and accomplishments. This tradition of co-curricular excellence can continue only if all accomplishments take place within a climate of honesty, respect, pride, responsibility, and trust.

II. THE PILLARS OF HONOR

The commitment to academic integrity rests upon four pillars: honesty, respect, responsibility, and trust. What do these four pillars of honesty, respect, responsibility, and trust mean at Morse Pond School?

A. Honesty:

1. Completing all academic tasks truthfully
2. Acting and speaking truthfully and sincerely
3. Exercising daily commitment to the highest standards of honesty in one's actions, since any act of dishonesty reflects poorly upon a student and affects the entire school community.
4. Recognizing that students' integrity is at stake regardless of who gives or receives the information; both are acts of dishonesty.
5. Remaining true to oneself, thus preventing damage to one's most precious possession - one's character.

B. Respect:

1. Tolerating others, their views and values
2. Having high regard for one's own well-being, as well as that of others.
3. Extending thoughtfulness and understanding to others.

C. Responsibility:

1. Having a commitment to duty, including assigned duties and those for which one volunteers.
2. Recognizing the obligation to the ownership of one's work, deeds, words, and actions.
3. Assuming personal accountability for doing the right thing.
4. Attending all classes on time, contributing to discussions, meeting academic deadlines, and performing to the best of one's ability.

D. Trust:

1. Having faith that others will act in an honest, respectful, and responsible manner.
2. Relying on the integrity, ability and character of others
3. Developing a mutual relationship between students and faculty that enhances the learning environment.

At Morse Pond School, all academic work submitted by students must be guided by the Honor Code.

III. PROACTIVE/PREVENTATIVE MEASURES

Honest excellence in education requires a partnership in learning with administrators, teachers, parents, support staff, and students committed to daily interactions that reflect mutual respect and trust. Specifically in regard to the classroom, all have responsibilities in the following areas:

A. Preparation for Class:

In order for the teacher and student to be actively involved in a worthwhile classroom experience,

1. **Administrators, Teachers, Parents, and/or Support Staff will:**

- a. Foster classroom environments that allow for open communication, dialogue, and discussion among all present.
- b. Be precise about expectations regarding student requirements for classroom work.
- c. Support and help maintain a safe and orderly learning environment.

2. **Students will:**

- a. Bring all necessary materials to class.
- b. Come to class with homework assignments prepared.
- c. Make sure they understand teachers' expectations for upcoming classes and ask questions if they do not fully understand.
- d. Be actively involved as they prepare assignments for class.
- e. Formulate questions that they might have about the material.

B. In Class:

1. **Administrators, Teachers, Parents, and/or Support Staff will:**

- a. Encourage honest, open, and fair classroom discussion, being respectful of differing views.

2. **Students will:**

- a. Be in class on time.
- b. Make good use of class time by being focused on the lesson, not engaging in side conversations.
- c. Be respectful of the teacher and fellow students.
- d. Take responsibility for carrying out a particular assignment in a collaborative situation, where applicable.

C. Exams:

1. **Administrators, Teachers, Parents, and/or Support Staff will:**

- a. Be available to help students prepare effectively.
- b. Help students develop effective test-taking techniques.
- c. Develop exam questions that will be a meaningful test of the course content.
- d. Create an atmosphere conducive to fair and honest testing.
- e. Monitor the exam carefully to prevent cheating.
- f. Give due and careful consideration to student answers when evaluating them and assigning grades.
- g. Address issues of dishonesty promptly, should they arise.

2. **Students will:**

- a. Come prepared and put forth their best efforts.
- b. Read and follow directions carefully.
- c. Rely on their own preparation as they take the test; make an honest effort.
- d. Accept responsibility for what they know and what they don't know

D. Assignments:

1. Administrators, Teachers, Parents, and/or Support Staff will:

- a. Specify clearly when collaboration with other students is permitted on the assignment. If collaboration has not been specified as permissible, the assignment must be the students' individual honest efforts.
- b. Devise meaningful assignments that enhance and further the work done in the classroom.
- c. Give due and careful consideration when evaluating and assigning a grade to students' work
- d. Address issues of dishonesty promptly, should they arise.

2. Students will:

- a. Be good time managers; be realistic about the workload and plan ahead.
- b. Read and follow directions carefully.
- c. Seek only appropriate help from others.
- d. Give full and proper credit to all sources of information according to currently accepted Modern Language Association guidelines.

IV. VIOLATIONS OF THE HONOR CODE

Teachers' expectations for all work are clearly stated. If a student is unsure of the requirements for any activity or assignment, to avoid a violation of the Honor Code, the student is responsible for checking their understanding with the teacher.

Violations of the Honor Code INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING AREAS:

A. Honesty:

At Morse Pond School, cheating consists of offering or receiving information under circumstances when information is not to be shared. Cheating may also involve the act of plagiarism. This may be direct copying, but it may also be more complex than verbatim repetition. Cheating includes, but is not limited to:

1. Copying and/or offering homework verbally, in written form, or by electronic means or obtaining homework answers from answer guides in texts.
2. Copying and/or offering answers on exams or quizzes verbally, in written form, or by electronic means.
3. Pressuring other students to violate the Honor Code.
4. Bringing in and/or using unauthorized information during class time, including information stored in a calculator or other electronic means.
5. Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
6. Presenting collaborative work as independent work and independent work as collaborative (in group work, one person should not and will not bear the burden for the entire group assignment).
7. Fabricating data, information, or sources; attempting to pass off fabricated material as the result of genuine efforts.
8. Submitting images and/or documents in whole or in part from the Internet or other sources without citation of the source(s), effectively claiming the work of another as one's own.
9. Using another's ideas without proper citations.
10. Using an individual's personal statements without citations.

B. Respect:

1. Speaking with the intent of hurting another.
2. Physically violating others.
3. Defacing the property of Morse Pond School or the property of a member of the Morse Pond School community.
4. Displaying intolerance to another's views and values.

C. Responsibility:

1. Not assuming the proper responsibility for one's work, deeds, words, and actions, either those assigned or those for which one has volunteered.
2. Refusing to acknowledge accountability for doing the right thing.
3. Failing to attend classes on time or failing to fulfill academic expectations.

D. Trust:

1. Refusing unreasonably to collaborate with fellow members of the Morse Pond School Community.
2. Failing to assume accountability for other's trust in oneself.

CURRICULUM STANDARDS

GRADE 5

English Language Arts

Reading

- Reads fluently
- Uses comprehension strategies
- Identifies important ideas and details in a text
- Supports ideas using evidence from the text
- Uses context to determine word meaning

Writing

Oral and Written Expression

- Writes a focused, well-developed multi-paragraph composition and revises work
- Understands and uses new vocabulary
- Writes for different purposes and audiences
- Prepares and delivers oral presentations

Writing Conventions

- Uses correct capitalization, punctuation, and sentence structure
- Uses correct spelling

Mathematics

Mathematical Processes

- Applies problem-solving strategies
- Communicates mathematical reasoning effectively

Number Sense and Operations

- Applies computation strategies
- Identifies the relationship between equivalent fractions, decimals, and percents

Geometry

- Identifies polygons based on properties
- Graphs points on a coordinate graph

Measurement

- Identifies, measures, and constructs various angles, triangles, and quadrilaterals
- Finds perimeter, area, and volume

Patterns, Relations, and Algebra

- Identifies the roles of variables within an equation
- Evaluates and solves simple algebraic expressions

Data Analysis, Statistics, and Probability

- Identifies median, mean, mode, maximum, minimum, and range of data sets
- Constructs and interprets graphs and tables

Science

Life Science

- Describe characteristics of plants and animals and how they are classified
- Describe types of reproduction and how traits are inherited
- Explain how living things adapt to their environment causing them to die or move to new locations
- Recognize that organisms meet needs by using behaviors in response to information from the environment, and some behaviors are instinctive and others are learned
- Recognize plants have characteristic behaviors, and plants and animals can survive via seasonal behaviors
- Explain how ecosystems function

Physical Science

- Identify properties of objects and materials
- Explain how matter is classified
- Explain how the state of water can change by adding or taking away heat
- Identify the basic forms of energy
- Explain how energy can be transformed from one form to another
- Understand light travels in a straight line until it is reflected, refracted or absorbed

Earth Science

- Describe how air temperature, moisture, wind speed and direction, and precipitation make up the weather at a particular place
- Explain how various forms of precipitation are connected to the weather in a particular place and time
- Identify how global patterns influence local weather, which can be measured
- Differentiate between climate and weather
- Describe how the water on Earth cycles in different forms and locations
- List and explain factors that affect climate
- Describe processes that shape the earth

Technology/Engineering

- Construct a prototype using materials and tools

Social Studies

- Use maps and globes to identify absolute locations (longitude and latitude), the North and South poles, the equator, prime meridian, and the four hemispheres
- Define what an entrepreneur is and give examples from colonial history
- Give examples of how changes in supply and demand affected prices in colonial history
- Pre Columbian civilizations (Maya, Aztec, and Inca) and their locations, political structures, religious practices, and use of slaves
- 15th and 16th century European explorers and their discoveries
- Identify causes and effects of key historical periods that led to the formation of the United States of America

Art

- Demonstrate knowledge of five of the seven elements of art (color, form, line, shape, space)
- Use rudimentary materials and tools properly and safely (for example, brushes and scissors)
- Explore a variety of two- and three-dimensional art media and techniques
- Use grade-appropriate art vocabulary
- Analyze and interpret the works of artists through the use of similar techniques and styles
- Make connections between the visual arts and other disciplines
- Use rubrics as a tool for self-evaluating performance

Health

- Makes decisions by gathering information, predicting consequences, and listing advantages and disadvantages
- Describes ways young children can be intentionally helpful and intentionally hurtful to one another
- Describes how tobacco and prolonged exposure to cigarette smoke affects the body
- Illustrates the external and internal parts of the body and the body system
- Designs a nutritious menu using the USDA food guide pyramid and its three major concepts of balance, variety, and moderation
- Lists universal first aid precautions involving the handling of blood and body fluids
- Demonstrates the Heimlich maneuver for choking victims
- Explains how the body fights germs and diseases Naturally, as well as with medicines and immunizations.
- Demonstrates the correct way to wear bike helmets and carry backpacks.

Library

- Identifies the Morse Pond Library Media Center (LMC) and other libraries as resources for enrichment, curricular support, and life-long learning
- Learns the physical layout of the LMC, procedures for using the facility and materials, and the rights and responsibilities of LMC users
- Expands knowledge of nonfiction and fiction genres including biography, fantasy, folk and fairy tales, historical fiction, mystery, poetry, and science fiction
- Uses search strategies to select reference tools and find information from dictionaries, encyclopedias, almanacs, atlases, magazines, web sites, and electronic databases
- Uses the Big 6® research model to:
 - define the information need
 - consider the best sources
 - locate and access the sources
 - use sources to extract information
 - synthesize search results to present the information
 - evaluate each step
- Documents sources in a consistent and standard format

Music

General Music

- Sing with vocal range within low A to high D
- Use solfege with Kodaly signals and pitches (Do-Do) major
- Use solfege signals with Kodaly signals (La-La) minor
- Read music notation to sing and play melodic and percussion instruments with phrasing and dynamics
- Improvise, compose, and arrange music using rhythmic and melodic patterns in standard notation
- Use body to respond to music from various cultures, beat, meter, and musical form
- Read and sing in 2 part music
- Listen to, analyze, and describe a variety of music of diverse cultures

Instrumental Program

- Understand and perform meter signatures: 4/4, 2/4, 3/4, and 6/8
- Identify and perform dotted quarter note/eighth note rhythm.
- Identify and perform dynamic markings: p, mp, mf, f and diminuendo and crescendo.

- Identify and perform articulations markings: accents, staccato and legato
- Identify and perform tempo markings: moderato, allegro, andante and ritard
- Identify and perform repeat markings: DS, DC, Coda and Fine
- Identify and perform: concert Bb
- Identify and perform the following Concert Major Scales: Bb
- Conduct simple patterns: 2/4, 3/4 and 4/4

Jazz Band

- Perform with expression and technical accuracy a varied repertoire with level of 1
- Identify and perform swing articulation (syllabic notation-do's and dut's)
- Identify phrasing (forte-piano crescendo shaping of long accented notes)
- Identify and perform syncopated rhythms
- Explore basic blues improvisation

Chorus & Choir

- Sing with expression and technical accuracy a varied repertoire in unison and two parts with a difficulty of 1 and 2
- Perform with instrumental accompaniment
- Demonstrate appropriate posture and breathing techniques
- Use solfege
- Sing in tune with accurate rhythm and diction
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Demonstrate the ability to read a score in two parts
- Demonstrate understanding of dynamics: *p*, *f*, *crescendo* and *decrescendo* and signs: repeat, 1st and 2nd endings and coda

Physical Education

- Listens to and follows directions
- Develops new skills and strategies for participation in complex games and activities (for example, basketball, volleyball, and football)
- Demonstrates sportsmanship, fair play, and teamwork
- Improves levels of endurance, flexibility, and strength
- Describes how optimal physical conditioning is critical for a healthy lifestyle

GRADE 6

English Language Arts

Reading

- Reads fluently
- Uses comprehension strategies
- Identifies important ideas and details in a text
- Supports ideas using evidence from the text
- Uses context to determine word meaning

Writing

Oral and Written Expression

- Writes a focused, well-developed multi-paragraph composition and revises work
- Understands and uses new vocabulary
- Writes for different purposes and audiences
- Prepares and delivers oral presentations

Writing Conventions

- Uses correct capitalization, punctuation, and sentence structure
- Uses correct spelling

Mathematics

Mathematical Processes

- Applies problem-solving strategies
- Communicates mathematical reasoning effectively

Number Sense and Operations

- Applies computation strategies
- Identifies the relationship among equivalent fractions, mixed numbers, decimals, and percents

Patterns, Relations, and Algebra

- Analyzes and determines rules for extending patterns and progressions
- Replaces variables with numbers and solves simple algebraic expressions
- Represents real situations and mathematical relationships in words and with symbols using concrete models, tables, and graph

Geometry

- Graphs and identifies points on all four quadrants of the coordinate plane
- Identifies polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides

Measurement

- Applies formulas to find perimeter, area, and volume of 2-D and 3-D shapes
- Identifies, measures, and describes circles and the relationship of radius, diameter, circumference, and area

Data Analysis, Statistics, and Probability

- Constructs and interprets stem-and-leaf plots, line plots, and circle graphs
- Predicts by using models such as tree diagrams, lists, tables and represents as ratios, the probability of outcomes of chance events or simple experiments.

Science

Science as Inquiry

- Describe the Science Process Skills
- Explain and demonstrate the steps of the Scientific Method

Earth Science

- Interpret and create models and maps of earth's common physical features
- Describe the properties of the layers of the earth
- Describe how layers of rocks can tell us about the age of the earth
- Describe how the movement of the earth's crustal plates causes slow changes in the earth's surface
- Describe how glaciers shape the land
- Describe how fossils provide evidence about the past
- Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes
- Describe how gravity creates tides
- Describe the interaction between the earth, moon, and sun system including phases and eclipses
- Compare and contrast properties and conditions of objects in the solar system to those of Earth
- Explain how the tilt of the Earth creates seasons
- Describe a galaxy as a system of billions of stars, gases and dust

Technology/Engineering

- Identify and explain the steps of the engineering design process
- Demonstrate methods of representing solutions to a design problem
- Describe and explain the purpose of a given prototype

Social Studies

- Learn the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area
- Describe the history of ancient civilizations (Mesopotamia, Egypt, Phoenicia)
- Apply economic concepts learned in pre-k through grade 5
- Ancient Greece: explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies, and the expansion of their cultural influence.
- Explain why the government of ancient Athens is considered to be the beginning of democracy and explain the democratic political concepts developed in ancient Greece
- Ancient Rome: explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.

- Describe the government of the Roman Republic and its contribution to the democratic principals
- Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology

Art

- Demonstrate knowledge of the seven elements of art (color, form, line, shape, space, texture, value)
- Use sophisticated materials and tools properly and safely (for example, linoleum carving tools and exacto knives)
- Explore a variety of two- and three-dimensional art media and techniques
- Use grade-appropriate art vocabulary
- Analyze and interpret the works of artists through the use of similar techniques and styles
- Make connections between the visual arts and other disciplines
- Review selected projects using peer and self assessment and critique
- Self-assess assignment performance through the use of project-specific rubrics

Health

- Lists the stages of development in living organisms (for example, fertilization, growth, reproduction)
- Lists HIV/AIDS precautions
- Describes emotional and physical changes occurring during puberty as they relate to the reproductive system
- Demonstrates effective communication, negotiation, and conflict resolution skills
- Describes ways young children be intentionally helpful and intentionally hurtful to one another.

Library

- Identifies the Morse Pond Library Media Center (LMC) and other libraries as resources for enrichment, curricular support, and life-long learning
- Learns the physical layout of the LMC, procedures for using the facility and materials, and the rights and responsibilities of LMC users
- Expands knowledge of nonfiction and fiction genres including biography, fantasy, folk and fairy tales, historical fiction, mystery, poetry, and science fiction
- Uses search strategies to select reference tools and find information from dictionaries, encyclopedias, almanacs, atlases, magazines, web sites, and electronic databases
- Uses the Big 6© research model to:
 - o define the information need

- o consider the best sources
- o locate and access the sources
- o use sources to extract information
- o synthesize search results to present the information
- o evaluate each step
- Documents sources in a consistent and standard format

Music

General Music

- Sing with vocal range within low A to high D
- Use solfege with Kodaly signals and pitches (Do-Do) major
- Use solfege signals with Kodaly signals (La-La) minor
- Read music notation to sing and play melodic and percussion instruments with phrasing and dynamics
- Improvise, compose, and arrange music using rhythmic and melodic patterns in standard notation
- Use body to respond to music from various cultures, beat, meter, and musical form
- Read and sing in 2 part music
- Listen to, analyze, and describe a variety of music of diverse cultures

Grade 6 Instrumental Program

- Identify and perform simple rhythmic patterns from notation which include: dotted quarter and eighth note; eighth quarter eighth; eighth rest on the beat; and eighth rest on the up beat
- Identify and perform tempo markings: largo, adagio, presto, rallentando and vivace
- Identify and perform music terminology: unison, divisi, poco a poco, simile, solo, soli and tutti
- Extend range and technique
- Identify and perform the following concert Major scales: Eb, F and Ab
- Conduct simple patterns: 2/4, 3/4 and 4/4

Jazz Band

- Perform with expression and technical accuracy a varied repertoire with level of 1
- Identify and perform swing articulation (syllabic notation-do's and dut's)
- Identify phrasing (forte-piano crescendo shaping of long accented notes)
- Identify and perform syncopated rhythms
- Explore basic blues improvisation

Chorus & Choir

- Sing with expression and technical accuracy a varied repertoire in unison and two parts with a difficulty of 1 and 2
- Perform with instrumental accompaniment
- Demonstrate appropriate posture and breathing techniques
- Use solfege
- Sing in tune with accurate rhythm and diction
- Demonstrate understanding of whole, half, quarter and eighth notes and corresponding rests
- Demonstrate the ability to read a score in two parts
- Demonstrate understanding of dynamics: *p*, *f*, *crescendo* and *decrescendo* and signs: repeat, 1st and 2nd endings and coda

CONSENT AND RELEASE FORM

August 2011 – August 2012

I, the undersigned, _____, parent/guardian of _____,
Name of Parent/Guardian Name of Student/Child
a minor, do hereby consent to my child's participation in voluntary athletic, extracurricular, and/or other before and after-school activities, and programs sponsored by the Falmouth Public Schools. (If I wish to limit the scope of school activities, I will list specific approvals at the bottom of the page.)

I also agree to forever release the Town of Falmouth, the School Committee, and all their employees, agents, board members, volunteers and any and all individuals and organizations assisting or participating in such voluntary programs sponsored by the public schools ("the Releasees") from any and all claims, rights of action and causes of action that may have arisen in the past, or may arise in the future, directly or indirectly, from personal injuries to my child or property damage resulting from my child's participation in such sponsored voluntary athletic, extracurricular, and/or other before and after-school activities and programs.

I also promise, to indemnify, defend, and hold harmless the Releasees against any and all legal claims and proceedings of any description that may have been asserted in the past, or may be asserted in the future, directly or indirectly, arising from personal injuries to my child or property damage resulting from my child's participation in such sponsored voluntary athletic, extracurricular, and/or other before and after-school activities and programs.

I further affirm that I have read this Consent and Release Form and that I understand the contents of this form. I understand that my child's participation in these programs is voluntary and that my child and I are free to choose not to participate in said programs. By signing this form, I affirm that I have decided to allow my child to participate in such voluntary programs with full knowledge that the Releasees will not be liable to anyone for personal injuries and property damage my child or I may suffer in voluntary school athletic, extracurricular, and/or other before and after-school activities and programs sponsored by the Falmouth Public Schools.

Consent and Release limited to the following activities:

_____	_____
_____	_____
_____	_____
_____	_____

Signature of Parent/Guardian of Child

Date

PLC:gr

CONSENT AND RELEASE FORM

August 2011 – August 2012

I, the undersigned _____, parent/guardian of _____,
Name of Parent/Guardian Name of Student/Child

a minor, do hereby consent to my child's participation in voluntary athletic, extracurricular, and/or other before and after-school activities, and programs sanctioned by the Falmouth Public Schools. (If I wish to limit the scope of school activities, I will list specific approvals at the bottom of the page.)

Activities sanctioned by the Falmouth Public Schools are related to, or extensions of, school programs but are not sponsored by the schools. This means the Falmouth Public Schools takes no responsibility for the planning, organizing or payment for the activities or travel involved with them. The schools are prepared to excuse student absences and to cooperate in making up missed learning.

I also agree to forever release the Town of Falmouth, the School Committee, and all their employees, agents, board members, volunteers and any and all individuals and organizations assisting or participating in such voluntary programs sanctioned by the public schools ("the Releasees") from any and all claims, rights of action and causes of action that may have arisen in the past, or may arise in the future, directly or indirectly, from personal injuries to my child or property damage resulting from my child's participation in such sanctioned voluntary athletic, extracurricular, and/or other before and after-school activities and programs.

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Consent and Release limited to the following activities:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature of Parent/Guardian of Child

Date

IMPORTANT NOTICE

You are considered a VIPS (Volunteer in Public Schools) if you donate your time in any way to any school activity, class, library, event or club. If you take tickets, sell snacks, make phone calls for a teacher or coach or drive for an activity, you are a VIPS. You are required to complete a background check (CORI form) annually, to register with the VIPS office and to log your hours.

Please check with the Morse Pond supervising staff member when you volunteer. CORI and VIPS Registration forms will be available at the main office or at the VIPS Office at Falmouth High School. (508)-548-1621.

I have received the MORSE POND School Student/Parent Handbook 2011-2012. I will review the information and expectations included in this book.

Parent/Guardian

Name _____
Print

Signature

Student

Name _____
Print

Signature

Homeroom Teacher _____

**FALMOUTH PUBLIC SCHOOLS
INTERNET USE POLICY
FOR STUDENTS**

SIGNATURE PAGE

For Students in Grades 5-12

I have read the Falmouth Public Schools Policy for Internet Use. I agree to follow this policy when I use the Internet or World Wide Web at school.

Student's Name (Print)

ID #

YOG

Signature

Homeroom

Date

Parent/Guardian Permission (for students under 18)

I have read and understand the above information about appropriate use of the Falmouth Public Schools' computer network and I understand that this form will be kept on file at the school. I give my child permission to access the network as outlined above in the Acceptable Use Policy.

Student's Name (Print)

Parent Signature

Date

Effective Fall 2010

Emergency Closing Information for Inclement Weather or Other Reason

Are schools closed? Check your radio

Weather conditions can often change rapidly and seriously because of our coastal location, causing the possibility of school closures, delayed openings, or early dismissals. The following radio and television stations will carry this announcement:

WCOD	106.1 FM	WCIB	101.9 FM
WMVY	92.7 FM	WOCN	103.9 FM
WQRC	99.9 FM	WXTK	94.9 FM
WCAI	90.1 FM		
WCVB	Channel 5	WHDH	Channel 7
WBZ	Channel 4	WFXT	Channel 25

The Administration Building number, 548-0151, will have a recorded announcement providing information by 6:00 a.m. The Falmouth Schools Website will display the announcement on all pages of the website: www.falmouth.k12.ma.us

Automated Messages: Automated messaging will be used to notify families regarding changes in school schedule (snow day, delayed start, early dismissal). It may also be used to announce upcoming events and school activities. The recipients of the messages are based on the emergency contact information collected at the beginning of the school year. Please notify the school office if the recipient of the messages is incorrect.

Please do not call Fire and Police Headquarters for information on school closings.

General Information About Inclement Weather

- Parents should teach their children safe walking and waiting procedures.
- Young children are likely to be affected by delays, longer travel time or personal worries. Parents are encouraged to make individual decisions about school attendance during inclement weather. Parent judgment is always the bottom line in questionable situations.
- Schools will be willing to consider excused absences when parents decide to keep children home for safety reasons.
- **When delayed opening is announced, morning preschool and kindergarten classes will be cancelled.**

How the Decision is Made

The Superintendent of Schools or his designee makes these decisions. Most often they are made in the 4:30 to 5:30 a.m. time period based on the latest weather information, on conversations with the Department of Public Works and safety officials regarding the condition of roads.

What Are The Options?

School and town officials monitor weather conditions and road conditions. If conditions are severe enough to threaten the safety of students traveling to and from school, a decision is made to close school or delay opening.

Schools Closed:

All schools will be closed for the day. Students and staff are to remain home. Emergency personnel will report to work. **All afternoon and evening activities are also canceled.**

Two Hour Delayed Opening:

All school and bus times will be two hours later than regular starting time. **Schools will end at the normal times.** All other school activities will take place at their originally scheduled times.

Morning preschools are canceled.

All custodial and cafeteria employees are expected to report at normal hours.

Students are not to be on school grounds until 10 minutes before school begins; with the two-hour delay they should not arrive until 10 minutes before the delayed opening.

Early Dismissal:

There are no set times for early closure; this will depend on weather conditions. Generally schools are closed either one or two hours early and buses should arrive at their destinations at approximately one or two hours earlier than usual. There may be additional delays in elementary bus routes up to 20 to 30 minutes because buses must complete high school and middle school runs, often with difficult road conditions.

Elementary schools attempt to call the homes or the emergency numbers of preschool, kindergarten and first grade students.

Radio stations announce the early closure. **Parents must have a plan for emergency coverage of students in case dismissal closure becomes necessary and no one is home.**

Whenever possible afternoon preschool programs will be canceled when there is early dismissal, and all other afternoon and evening activities are also canceled.

The school system recognizes that there are inconveniences and dangers in keeping schools open during inclement weather but also that there are concerns when closing because of disruption of family routines. We attempt to make the decision that is safest for families with a priority also on maintaining the flow of education.

FALMOUTH PUBLIC SCHOOLS
Falmouth, Massachusetts

Calendar for 2011-2012 School Year

*There will be three days of kindergarten orientation beginning Tuesday, September 6 through Thursday, September 8, 2011. Parents and students will have scheduled appointments on September 6 for one hour; parents will complete paperwork while students meet/play with other students. One half of the students will report on September 7 and one half on September 8 for a full day, and families will be notified which day their child will attend. Friday, September 9, 2011 is the first day for all kindergarten students.

Wednesday,	August	31, 2011	Staff Orientation
Thursday,	September	1, 2011	Staff Orientation
Tuesday,	September	6, 2011	Students Grades 1-12 Report
Tuesday,	September	6, 2011	Kindergarten Orientation Parent/Student 1 Hr. by Appt.*
Wednesday,	September	7, 2011	Kindergarten Orientation – ½ of the Students*
Thursday,	September	8, 2011	Kindergarten Orientation – ½ of the Students*
Friday,	September	9, 2011	First Full Day for all Kindergarten Students*
Tuesday,	September	27, 2011	PreK-12 Early Release - School Improvement Time
Friday,	October	7, 2011	Cape-wide K-12 Staff Development Day - No School
Monday,	October	10, 2011	Columbus Day - No School
Tuesday,	November	1, 2011	PreK-12 Early Release - School Improvement Time
Friday,	November	11, 2011	Veterans Day Observance - No School
Wednesday,	November	23, 2011	Thanksgiving Observance - No School
Thursday,	November	24, 2011	Thanksgiving Observance - No School
Friday,	November	25, 2011	Thanksgiving Observance - No School
Tuesday,	December	6, 2011	PreK-12 Early Release - School Improvement Time
Monday-Friday,	December	26- 30, 2011	December Recess - No School
Monday,	January	2, 2012	New Years Day - No School
Tuesday,	January	3, 2012	Schools Reopen
Monday,	January	16, 2012	M.L. King Birthday Observance - No School
Tuesday,	January	31, 2012	PreK-12 Early Release - School Improvement Time
Monday-Friday,	February	20-24, 2012	Winter Recess - No School
Monday,	February	27, 2012	Schools Reopen
Tuesday,	March	13, 2012	PreK-12 Early Release - Staff Development Day
Friday,	April	6, 2012	Good Friday - No School
Friday,	April	13, 2012	Furlough Day – No School
Monday-Friday,	April	16-20, 2012	April Recess - No School
Monday,	April	23, 2012	Schools Reopen
Tuesday,	May	8, 2012	PreK-6 Early Release Day - School Improvement Time
Monday,	May	28, 2012	Memorial Day Observance - No School
Saturday,	June	2, 2012	Falmouth High School Graduation
Tuesday,	June	19, 2012	Schools Close - PreK-12 Early Release Day**

** The calendar provides for five (5) days to be used when school is cancelled for inclement weather or other emergencies. Depending on the number of days used for such purposes, the calendar will be adjusted accordingly to provide for 180 student days. *The last day of school will fall between June 19 -26, 2012.*

Approved by Falmouth School Committee on February 8, 2011, April 26, 2011 and May 24, 2011

