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Welcome

August 30, 2011

Dear Parents and Guardians,

I would like to take this opportunity to welcome all of you to a new school year. To our returning families, I am excited to see you and hope that you had a wonderful summer. I look forward to working with you again this year as we continue to grow and learn together. To our new families, welcome! I look forward to working with you and know that you will have an exciting and rewarding year. A wonderful group of teachers and staff members are here to assist you and your children in any way possible.

At the Jacobs School, we believe that each student has individual strengths that he/she brings to our school that enhances our learning community. Our goal is to provide an academic environment that meets the needs of each individual student. Our teachers participate in on-going professional development in grade level teams as well as across grade levels to provide a consistent learning community. I believe that it is important for all of us to set high expectations for our students and ourselves. I encourage everyone to get involved in the school community and to take advantage of the many opportunities for participation. Our PTO and School Council meet monthly and all parents are encouraged to join and attend meetings. I hold Principal Coffee hours throughout the year to give parents an opportunity to ask questions, share ideas, and give feedback about the school programs and activities. There are a variety of before and after school programs for students at the Jacobs School including Kids Care, Jacobs After School Program for Enrichment and Recreation (JASPER), Morning Math Leagues, and Book Clubs. In addition to our out-of-school-time activities, throughout the year we offer in school enrichment activities, including but not limited to: classroom plays and poetry readings, the third grade wax museum, Art's Alive Day, school concerts, curriculum focused school wide performances, and in past years we have always attended one of Hull High Schools productions. Parents are encouraged to attend and/or assist at many of the events.

I know that we can work together to build a strong partnership between home and school. The success of each child as well as the success of the greater school community depends on the combined effort of all of us. As parents/guardians, you can help your child be successful in school by following the procedures outlined in this handbook, ensuring your child is well rested and in school-on time-everyday, by providing a quiet place for homework and support and encouragement in completing homework assignments, by acknowledging both effort and accomplishments, and by attending school functions, open houses, and conferences. As teachers and administrators we can assist by setting high expectations of ourselves and our students and celebrating results, by communicating regularly with parents, by providing an atmosphere that is welcoming to and supportive of parents, by acknowledging the efforts and accomplishments of all students, and by providing an environment where every student feels safe, nurtured and valued for who they are.

Please take some time to read through this handbook with your child and familiarize yourself with the policies and procedure that will be important for your child's success at school. It is critical that all students have the opportunity to learn in a supportive environment in which they feel safe and welcomed. As part of the school community, I ask for your support in setting high expectations for learning and achievement. Please be clear with your child about expectations for behavior and effort in school. Together we can work to ensure that each student does his/her best work, treats others with respect and compassion, and meets with academic success and personal growth.

I welcome your feedback, input, and suggestions. I can be reached by phone through the school office or by email at jpenta@town.hull.ma.us. I look forward to an amazing year with your child (ren) and wish to welcome you to the 2009-2010 school year.

Sincerely,

Jean Penta
Principal

Lillian M. Jacobs Elementary School
180 Harborview Road
Hull, Massachusetts 02045
781-925-4400 telephone
781-925-2938 fax
www.town.hull.ma.us

School Committee
Stephanie Peters, Chairperson
Marianne Harte, Vice Chairperson
David Twombly, Secretary
Kristen Evans
Eric Hipp

District Administration

Dr. Kathleen Tyrell	Superintendent
Ms. Laura Miceli	Director of Curriculum and Professional Development
Judith Kuehn	Director of Student Services
Daniel McGonagle	Interim Business Manager
Judi Saide	Director of Technology
Tom Gould	Facilities and Maintenance

Lillian M. Jacobs School Staff

Administration Jean Penta, Principal Christine Cappadona, Asst. Principal	Diane Grieco Donna Hurley Maura Jones Cathy Puclowski	Jennifer Wawrzynowicz	Liz Lauzon Susan Murphy Fran O'Neill Tammy Petrocelli Grace Schwendeman Lori Warshauer
Secretarial Deborah Angellis Margaret "Peggy" Sarno	Grade Two Janet Donato Mary Henriksen Marge Kamman	Reading Specialists Jessica Buonagurio Jill Howley Mary Ellen Moran	
Student Services Maureen Rosenplanter, Guidance Councilor Lauren Herman, School Psychologist	Grade Three Laurie Buttkus Anne Gilbert Joanne Simmons Eileen Struzziery	Special Education Teachers Julia Hartley Emily Rosado Gemma Tirrell	Literacy Coaches Mary Matthews Joy Turpie
Preschool Stephanie Gomes Elaine Menice Katie Perniola	Grade Four Ann Connelly Cheryl Kenney Joan Lowry Rick Martin	Specialists Deb Gallagher – Art Kerrie Ryan – Technology Kyle Shaw – Physical Education Mark Taylor – Music	ELL Eileen Weislinger
Kindergarten Chrissy Vittorini with Julia Hartley Maureen Connolly Kathy DeiCicchi	Grade Five Doreen Jones Deb McCarthy Nancy Mellyn Tracy Mitchell Leaf Program Barbara Cross K-2	Paraprofessionals Noreen Anderson Kerri Angellis Cindy Capone Eileen Chiviaroli Cheryl Fasano Kelly Garafola Tammy Hulverson	Custodial Mark Bornheim James Hortaridis Kevin McGonnigal James Tucker
Grade One			

Mission

The Hull Public Schools will facilitate the development of students into independent thinkers and lifelong learners who are continually increasing their achievements, self-esteem and self-confidence in order to become socially responsible individuals.

Vision

We envision that the Hull Public Schools will:

- Promote a vibrant identity
- Become a model of rigorous and innovative instruction
- Build an expanded core of learning
- Exceed external expectations
- Expand needed resources
- Develop relationships critical to the mission

Values

- Equal access to educational opportunity for all
- Recognition and acceptance of individual student differences
- A safe and nurturing environment
- High expectations for quality instruction
- A supportive home and school relationship
- Diverse methods of instruction
- Positive and productive relationships among and between staff, students and community members
- Awareness of fiscal responsibility
- Broad based communication between all school and community stakeholders
- Decision-making founded in the assessment and accountability of school programs and personnel
- Standards based accountability



Contact List:

Principal's email: jpenta@town.hull.ma.us

Assistant Principal's email: ccappadona@town.hull.ma.us

School Psychologist's email: asherman@town.hull.ma.us

School Adjustment Counselor's email: mrosenplanter@town.hull.ma.us

School Phone Number: 781-925-4400

School Fax Number: 781-925-2938

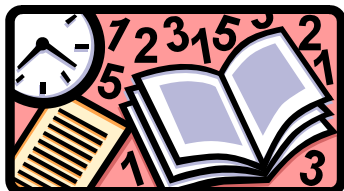
School Absentee Number: 781-925-4398

School Web Site: http://www.town.hull.ma.us/Public_Documents/HullMA_JacobsClass/homepage

Kids Care: 781-925-8012

Entrance Age Requirements and Registration into Kindergarten

Children entering kindergarten must be 5 years of age as of August 31st. Children from other school districts Kindergarten programs may transfer into Hull Kindergarten provided that the Hull entrance age requirement has been met. In addition to our half-day program, the Hull Public Schools offers families the opportunity to enroll in a full-day sliding fee scale tuition-based program. Children entering First Grade must be 6 years of age as of August 31st. Transfers from other school systems shall be done on a grade-to-grade basis.



School Hours

The school office is open between 7:00 AM and 3:55 PM. The number of the Jacobs School office is 781-925-4400.

The school hours for full-day students begin at 8:25 AM and conclude at 2:55 PM. Half-day kindergarten begins at 8:25 AM and concludes at 11:25 AM. All students not involved in a supervised after-school activity should leave the school immediately following dismissal to the buses at 2:55 PM. Supervision (unless otherwise arranged) is not available after this time.

Cancellations, Delayed Openings and Emergency Dismissals

If it becomes necessary to cancel school, announcements will be made over television stations 4 , 5 and 7 as well as on radio stations WJDA, WBZ 1030 AM, WATD 95.9 FM, WRKO 680 AM as soon as possible in the morning. The superintendent will also call each home using the Connect Ed telephone system. It is essential that at the beginning of each school year that your home phone number and a back up number are provided to the school in order to update our Connect Ed system. Connect Ed will not connect to extensions, therefore, direct numbers are required.

Announcements regarding delayed opening of school will be made on the same radio and television stations as the cancellations. Delaying school by 1 or 2 hours changes the starting time at all three of the Hull Schools. This moves the bus schedule ahead throughout the system. Schools will dismiss at the regular time in the afternoon. In the event of an emergency dismissal, parents/guardians will be informed by telephone using the Connect Ed telephone system.

Walking and Biking To School

Students are allowed to walk and bike to/from school. When biking, helmets **MUST** be worn. Bicycles must be kept locked up outside the school building. The school is not responsible for lost, stolen, or damaged bicycles. Parents/Guardians should use their own discretion in determining whether or not it is appropriate for their children to walk or bike to/from school.

Attendance

Regular and punctual school attendance is essential for success in school.

Regular and punctual school attendance is essential for success in school. The School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children between the ages of 6 and 16 attend school regularly, in accordance with state law. State law requires the school system to investigate cases of excessive school absence. For this purpose, the Committee defines excessive absence as more than five unexcused absences per five-month semester. All absences (even those authorized by parents) are considered unexcused unless the required documentation is provided.

An absentee line is provided for parents/guardians to report absences. Please call before 8:30 a.m. to report your child absent from school. That number is 781-925-4398.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine (with a doctor's note);
2. Bereavement or serious illness in family;
3. Weather so inclement as to endanger the health of the child;
4. For observance of major religious holidays; or
5. Legal (with documentation from the court, lawyer etc.)
6. Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences should be provided to the school principal or designee within ten (10) school days of the absence. Documentation provided after 10 school days may require a meeting with the principal or attendance counselor.

Clear communication between parents and the school is imperative to ensure the safety of students and to reinforce a student's understanding of the importance of day-to-day schoolwork. Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Unexcused absence from school is considered truancy and will be treated as such. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled. It also includes any after-school special help session or disciplinary session that the student has been directed to attend. Disciplinary action shall be taken in such case, beginning with notification of parents. Continued violation may lead to suspension from school.

Unexcused absences in excess of five per semester (5 month periods) will require assessment and intervention. Interventions may include contact with parents, school conferences, case management services and service referral. In situations in which attendance does not improve despite intervention by the attendance counselor, the school may take one or more of the following actions:

1. A Failure To Send, Criminal Complaint, against the parent will be sought at Hingham District Court;
 2. A 51A for parental neglect will be filed with the Department of Social Services;
 3. A CHINS petition will be sought at Hingham District Juvenile Court.
- LEGAL REFS: M.G.L. 76:1; 76:2; 76:16; 76:20; 119:39E; 119:51A

Bus Conduct/Transportation

Bus riding practices will be reviewed with students three times per year, at the beginning of the school year by the Principal or designee, in January by the classroom teacher, and again in the beginning of April during bus evacuation drills.

Bus transportation is available to students at the Jacobs School. Alternative arrangements for students with special needs may be made on an individual basis provided that their educational program calls for such alternatives. The bus driver is responsible for maintaining order on the bus, and all students are expected to cooperate with the driver's instructions at all times. Riding the school bus is a privilege. Students whose behavior fails to comply with the bus regulations or endangers the welfare of other riders may have this privilege suspended or revoked by the principal or designee, in which case the student's parents/guardians will be responsible for arranging transportation for the student to and from school. Bus rules and regulations are intended to insure the safety of all riders. All students are required to adhere to the following:

1. Students will wait at their bus stops in a safe and orderly fashion, respecting private property in the vicinity. It is a parent/guardian's responsibility to monitor his/her child at the bus stop.
2. Students must remain in their seats until reaching their destination and should keep private property in the vicinity. Students should keep their hands to themselves at all times.
3. Students should use appropriate language and "inside" voice at all times on the bus. Inappropriate language should never be used on the school bus or on school grounds.
4. Students must not open or close the windows or emergency door without instructions from the bus driver, except in an emergency. Heads, arms and hands must remain inside the bus at all times.
5. Bullying of any kind is prohibited both in school and on the school bus and will not be tolerated. This includes teasing, verbally or physically threatening anyone, or any type of physical contact.
6. Students who cross the street after exiting a bus must do so in front of the bus while it is stopped and its lights are flashing.
7. Students may only ride the bus to which they have been assigned and must get on and off at their designated stops. Bus changes will not be permitted.
7. Upon returning home, kindergarten students must be met at the bus stop by a responsible adult. If no adult is present, the bus driver will drive the child back to the school.
8. Students who normally travel to and from school by bus must have a note from a parent/guardian in order to use any other means of transportation.
9. Students are responsible for any damage that they cause to bus equipment.

Students who do not obey the bus rules and/or cause disciplinary problems on the bus may be denied the privilege of riding the bus. If a bus contractor/driver refers a student to the principal or her designee for misconduct on the bus, the following consequences will apply.

Consequences for misbehaving on the school bus:

- On the first offense of the school receiving a bus discipline form for a driver, the student will meet with the Assistant Principal, the parent will be notified, and the student will receive a warning. If the offense is of a very serious nature, more serious disciplinary action may be taken.
- On the second offense, the student will be given an assigned seat for two weeks and the parent will be called to discuss the incident.
- On the third offense, the student will lose his/her privilege to ride the bus for up to two weeks and a parent conference will be held before the student's bus privileges will be reinstated.
- On the fourth offense a meeting will be scheduled with the parents and the student, the student will lose his/her privilege to ride the bus for a period greater than two weeks. A meeting will be held before bus privileges will be reinstated.
- It should be noted that a student may immediately lose his/her bus privilege after a very serious bus offense in order to ensure the safety and well being of all students. This includes bullying or harassment of another student on the bus.

Parents are responsible for transporting students to and from school if they are removed from a bus for disciplinary reasons. Parents are expected to cooperate and support school administration and bus drivers in promoting a safe bus environment.

Visitors and Building Security

Parents/guardians and community members are certainly welcome and encouraged to visit the Jacobs School throughout the year.

As you enter, signs are posted on the main entrance doors instructing all visitors (including parents/guardians) that they must report to the office to sign the visitors' log and obtain a visitor's pass before proceeding further into the school. All visitors must wear a visitor's pass while they are in the building.

With the exception of school arrival and dismissal times when a faculty member is on duty, all building doors are locked. All visitors must ring the bell to be admitted into the school during school hours, and must immediately report to the office for a visitor's pass.

No student may be dismissed from school unless the parent/guardian has written a note to the teacher informing the teacher of early dismissal and who will be picking up the student. The adult dismissing the student MUST report to the office to sign the dismissal log. If someone other than the parent is picking up a student, or if the parent is unknown to school staff, a positive photo identification will be required before the student can be summoned from his/her classroom.

Volunteers

Parent and community volunteers play an important role in our school community. Parent and community volunteers are greatly appreciated and there are many opportunities for to assist our school. Parents are encouraged to join and/or participate in our PTO, School Council, School Committee meetings, Principal Coffee hours, book fairs, Art's Alive Day, special events, chaperoning field trips, assisting teachers with classroom activities, library volunteers, computer volunteers, office volunteers, and other opportunity that may arise during the year. A form will be sent home at the start of the school year soliciting school volunteers and a volunteer meeting will be held in September. A CORI check must be complete for every volunteer and chaperone each year. All volunteers and chaperones must follow confidentiality of student and teacher information.

Fire Drills/Emergency Lockdowns

Periodically, there will be fire drills and lockdowns during the school year. The procedures will be taught to the students and practiced.

Health Services

- **Role and Responsibility of the School Nurse**

At the beginning of each school year, or as necessary, it is important for parents/guardians to notify the school nurse of any changes in their child's medical conditions. The school nurse, Barbara Meschino, is available to assist parents/guardians throughout the school day.

- **Emergency Cards**

Every child is required to have a signed and completed emergency card on file in the nurse's office. The school should be notified immediately of any changes in telephone numbers (home, work, emergency) or addresses.

- **Communicable Diseases**

A doctor's "free from contagion" certificate should be presented to the school nurse on the day of a child's return from conditions such as, but not limited to:

- | | | |
|------------------|--------------|---------------|
| ▪ Chicken Pox | Ringworm | Mononucleosis |
| ▪ Conjunctivitis | Strep Throat | Impetigo |

- **Head lice** – Children will be excluded from school until “nit free”. In order to return to school a parent/guardian must accompany their child to the nurse’s office for clearance.

If your child shows symptoms of being ill, you should keep your child home. No child should attend school until he/she has been “fever free” without medication for 24 hours. Children who are sent home from school with a fever or vomiting should stay out of school for 24 hours. In the case of special circumstances, e.g. the HINI virus requirements in the Spring of 2009, other procedures and policies may be required from the Massachusetts Department of Health.

- **Allergies and Other Special Conditions**

If your child has an allergy, you must complete an Individualized Action Plan and submit it to the nurse’s office. You should also meet with you child’s teacher at the start of the school year to share any important information about the allergy, signs and symptoms that may occur, and any concerns you have.

If your child has any medical conditions or special circumstance that you feel may be important for the teacher and/or nurse to be aware of, please set up a meeting with the nurse and/or teacher at the start of the school year to discuss your concerns and to share any information that you think might be helpful.

- **Medications**

All medications should ideally be given at home. If it is necessary for medications to be given during the school day, please review the school’s medication policy.

School Medication Policy

No medication of any kind (other than acetaminophen-see below) will be given at school without a doctor’s signature and directions for dispensing. Pharmacy prescription labels on bottles will be acceptable. Parental notes and directions are not sufficient to cover the law. However, parents do have the right to come to school and give the medication they desire. Please do not send pills or medicine to school in lunch boxes, pockets, etc. as other children may accidentally ingest them and potentially have a serious reaction.

- ***An age appropriate dosage of acetaminophen (Tylenol) may be dispensed to a student for fever or a minor complaint after parental permission has been obtained by phone or in writing.***
- ***The school may decline to administer medicine in certain instances due to safety issues. Parents/guardians should provide the school with a phone number of a person who can be called in such instances.***

- **Periodic Physical Examination**

Annual height and weight measurements are recorded. Annual vision and hearing screenings with necessary referrals are completed. Current physical examinations with proof of up to date immunizations are required upon entering Pre-K, Kindergarten and for all students entering third grade.

- **Child Abuse and Neglect** – The Hull Public Schools affirms its responsibility to provide for the safety and well-being of students. School personnel, having responsibilities of school children, are by law required to refer for investigation by the Department of Children and Family Services, any school child suspected of having been abused or neglected.



Food Services

The Hull School System's Food Services Department offers both breakfast and lunch to every child who attends the Jacobs School. School lunch costs \$2.50 per day and milk alone costs .40 per day. Children who qualify for free lunch also qualify for free breakfast. Our menus serve as our analysis for nutritional content and are available for review at any time. Students are generally asked to choose from the day's main dishes or they may select from one of the offerings that is available every day. Any questions or concerns regarding the school breakfast or lunch program should be directed to the food service Kate Leavenworth at 781-925-6011. We encourage parents to pay ahead for school lunches by check. Children may also pay daily. If a student forgets his/her lunch money they may charge a lunch for that day, but must bring in the money the following. Any student with three or more lunch charges will not be allowed to purchase lunch. If you are unsure of your child's lunch balance please email kleavenworth@town.hull.ma.us to inquire about your balance status. Children get upset and embarrassed when they have numerous lunch charges and are not able to purchase lunch, please make sure your child has a lunch or money available each day. If you believe you may be eligible for free/reduced lunch, please fill out the application. Applications are available throughout the year if your financial situation should change.

The Jacobs School requires parents to refrain from sending any peanut or nut products to school due to severe allergies. **Do not send ANY peanut or tree nut products into school with your child.**
Please Note: While the Jacobs School strives to provide a peanut/nut free environment, it is essential to know that there may be times when peanut/nut products make their way into the school building. The risk of life threatening allergic reactions can never be fully eliminated in the school environment. Parents must speak with their children about how to avoid contact with foods and products they are allergic to.

Birthdays/Invitations

A child's birthday is a special time and the Jacobs School staff understands the desire to share that day with classmates. In the past, students have brought cupcakes or other food treats to celebrate their special day. With the increase in food allergies we ask that **NO FOOD PRODUCTS** be brought in for birthday celebrations. You may donate a book or educational game for the classroom. We will announce a student's birthday during our morning announcements.

Distributing invitations to birthday parties or other events will not be allowed. For those who do not receive an invitation, it can be a hurtful experience that may affect the remainder of their day in the classroom. Your cooperation is greatly appreciated. Also, due to confidentiality, class lists of phone numbers or addresses cannot be given to parents, unless signed permission is given by the parent.

Lost and Found

Staff cannot be responsible for your child's lost clothing and/or materials. Throughout the school year, many articles of clothing are left on school grounds, in the school, and on the buses. These items are placed on display in the Lost and Found area in the main office. We donate unclaimed items to Wellspring at the start of each vacation.

It is suggested that all articles of clothing and backpacks be clearly marked with the child's name to facilitate return to the owner.

Dress Standards

The manner in which a student is attired reflects the quality of his/her learning environment. It is the responsibility of the parents/guardians that the student is appropriately dressed in style or type of clothing conducive to school activities.

- Students should not wear clothing that advertises alcohol, tobacco, or other products that are illegal for student use.
- Students' midriffs should be covered at all times, and undergarments should not be seen.
- Students are required to wear sneakers on the day of their physical education class.
- When the weather is wet, cold or snowy, students should be dressed warmly and wear weather appropriate footwear. The wind can change suddenly at the Jacobs School's elevated location, it is suggested that a sweater or sweatshirt be packed in the student's backpack. Students go out for recess on most days. It is imperative that they are dressed appropriately for their safety and comfort.
- As a safety measure, it is requested that drawstrings at the wrist or neck of outerwear be removed. Footwear containing wheels is prohibited.
- In addition to the students' dress, other physical appearances can also be a distraction for some students. While appropriate in some environments, tattoos (fake or real) on the face or neck area, multi-colored dyed hair, excessive make-up, etc. can be a huge distraction in the elementary classroom.

We ask for your cooperation in providing an environment that limits these distractions.

Field Trips

Field trips enhance the educational experience for our students providing a learning environment at a site outside the classroom. These trips may include visits to local historical sites, museums, science centers, performing arts theaters and other locations that are age appropriate for the students. Parents/guardians will be notified in writing by the classroom teacher via permission form stating details of the trip, i.e. date, fee, etc.

The permission form must be signed by parents/guardians and returned to the classroom teacher with any fee required, prior to the date of the field trip. Students without a completed form will be unable to participate. Adult volunteers will accompany the students and classroom teachers if chaperones as needed. CORI checks are required for all school volunteers, including field trip chaperones.

Participation on a field trip experience is a privilege. Each student's behavior reflects directly on the Jacobs School. At the discretion of the principal, a student may be excluded from a field trip as a result of past behavior. This is to ensure the safety of the students, chaperones and classroom teachers.

No child shall be denied access to attend a field trip because of the family's financial situation. If you cannot afford the field trip fee, please contact the principal directly and arrangements will be made.

School Ceremonies and Observances

The United States Constitution and constitution of the State of Massachusetts and related court rulings clearly establish the concept of "separation of church and state" and the "preclusion of sectarian instruction in public schools".

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established.

The observance of religious holidays is not the responsibility of the public schools. However, we will not plan activities during religious holidays as noted on the school calendar.

While it is recognized that some activities are initiated with the approach of major holidays due to interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

In accordance with the Hull Public School “School Ceremonies and Observances” policy, the Jacobs School council has decided to acknowledge the diverse religious beliefs of the student population and may display holiday symbols and seasonal décor of the various holidays in the showcase in the school’s lobby.

Cell Phones – Other Electronics

Students are not allowed to use cell phones on the buses or school property without permission. Students are not allowed to use electronic devices during school hours or on the school bus. The Jacobs School will not be responsible for lost, stolen, or damaged items that students bring to school. If a cell phone or electronic device is taken away from a student at school, the parent may be required to come to the school to pick up the device.

***Class Placement**

From the end of April until June, teachers and administrators work in collaboration to develop well-balanced classes. As parents/guardians, and as your child’s first teacher, you have significant knowledge of your son or daughter’s learning style and academic needs. If you have specific concerns or information regarding your child that you would like us to take into consideration during class placement, please make note of your concerns on the form that you will receive in April. If you are unable to discuss these issues with your child’s teacher, please send the note to the Assistant Principal or Principal. NOTE: Parental requests for teachers are not accepted. Whenever possible, parents are notified of class placements for the following year on or before the last day of school.

State-wide Standardized Testing

The following statewide-standardized tests are administered to elementary students:

English Language Arts (March)	Mathematics (May)	Science (May)
Grade 3	Grade 3	
Grade 4	Grade 4	
Grade 5	Grade 5	Grade 5

Other school based or district based assessments may also be administered to students.

Communication/Emergency Contacts

It is critical that you or an emergency contact person can be contacted during the school day in case of illness or emergency.

- Please make sure that you complete and return your child’s emergency card immediately. In addition, please make sure that your emergency contacts are aware that you are listing them as emergency contacts. It is imperative that telephone numbers are correct and that the people you list can be contacted during the day. It is best to give home, work and cell phone numbers for all emergency contacts. Please make sure your emergency contact numbers are updates as necessary.
- A Jacobs School calendar is distributed monthly to keep you informed of special events, holidays, vacations and early release days.
- We also publish our weekly “blue notes” at the end of each week to inform parents of upcoming events and to provide important information. **Please make sure you read the Blue Notes each week for important information.** The “blue notes” are also posted on the school web site as

well as, the school lunch menus. All notices, flyers, calendars, and “blue notes” will be sent home on **Thursday**.

- In the event of an important announcement, we will use our ConnectEd phone system. When completing all of your emergency cards and ConnectED notification forms at the beginning of the year, please be sure to include two phone numbers (phone numbers may NOT have extensions for ConnectED). ConnectEd calls typically go to the home phone number.
- Classroom teachers will keep parents/guardians informed of classroom happenings, important skills and specific work for parents/guardians to see on a regular basis.
- Newsletters, classroom information, and/or calendars on web sites will be updated weekly.
- If you need to reach your child’s teacher, you may email him/her or you may leave a message on his/her school voicemail. All urgent and/or time sensitive messages should not be left on voicemail.

Parent – Teacher Conferences

There are two scheduled conference dates on November 15th and February 29th and one Open House on September 15th. Additional conferences may be arranged as needed by sending a note to the teacher or calling the school. All parents/guardians are **strongly** encouraged to take part in conferences with their child’s teacher(s).

Student Records

Transfer of Student Records to Another School

The Lillian M. Jacobs Elementary School is responsible for maintaining official student records that include permanent and temporary transcripts of every student. The school will provide a complete copy of a student’s school record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district. Upon promotion, a student may obtain a copy of any record pertaining to that student. Consistent with the Education Reform Act and 603 CMR 23.07 (4) (g), notice is given to parents/guardians - the Hull Public Schools have authority to transfer a student’s complete record to the student’s new school without prior consent. This record includes, but is not limited to, “any incident reports in which such student was charged with any suspended act.” The records are mailed to the new school pending a signed release of records. We do not allow parents to hand carry records to a new school.

The regulations listed above are some of the more important provisions of the Student Record Regulations that relate to the rights of parents/guardians and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detail, a copy is available at the principal’s office at the school.

Confidentiality of Records

Except where the regulations specify authorized access by third parties, no individuals or organizations other than the parent/guardian, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian of the eligible student.

As required by M.G.L. Chapter 71 Section 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

1. As set forth in 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:
 - 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
 - the parent has been denied visitation, or
 - 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
 - there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

2. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:
 - a certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - an affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

Additional information regarding these state regulations may be obtained from the guidance office. According to Public Law 107-110 (H.R.1) Section 9528, the school shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings. Parents/guardians have the right to deny this access by written request to the guidance office.

NCLB Parent Notification Provisions Related to Teacher Qualifications

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Hull Public Schools will provide parents/guardians with this information in a timely manner if requested from the Superintendent of Schools. Specifically, parents/guardians have the right to request the following information about each of their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency waiver because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to their child and, if so, their qualifications.

Report Cards

Students in grades K-5 will receive four report cards throughout the year. It is necessary to sign and return your child's report card to their teacher. Space is provided for and you are encouraged to comment about your child's progress.

Hull Public School's Homework Policy

Homework refers to a daily assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work at home. The Hull School Committee regards

homework as an integral part of the school program. Homework serves as an important link between the school program and the objectives of instruction.

Homework is viewed as an extension of the student’s daily instructional program. As it is assigned, the following educational goals should be considered:

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment. The following are general guidelines of time allotment for homework and apply to assignments done at home not in school:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Homework is informal.	10 minutes/day 4-5 days a week	20 minutes/day 4-5 days a week	30 minutes/day 4-5 days a week	40 minutes/day 4-5 days a week	50 minutes/day 4-5 days a week
Assignments geared toward requests to seek out and bring in objects.	In addition: 5 minutes practicing math facts	In addition: 5 minutes practicing math facts	In addition: 5 - 10 minutes practicing math facts	In addition: 5 - 10 minutes practicing math facts	In addition: 5 - 10 minutes practicing math facts
20 minutes of reading with someone each day	10 – 20 minutes of reading a day	15 – 20 minutes of reading a day	20 minutes of reading a day	20 minutes of reading a day	20 minutes of reading a day

All information for homework assignments should be clear and specific so that students understand what is to be accomplished and parents/guardians can assist the student. Homework assignments will be posted on teacher websites. Students will write down assignments as appropriate allowing parents/guardians access to the information. If daily homework is counted into a final grade average, it should count as no more than 25% of that average.

Purpose

- Reinforce school learning by providing practice and application
- Extend and review skills and techniques taught in school
- Develop a sense of responsibility and accountability
- Foster the development of independent study skills
- Create life-long readers

Elementary Homework Guidelines

Homework at the elementary level is an expected part of the educational program. Homework is an extension of the student’s daily instructional program that requires individual work at home. Research suggests that homework does, in fact, enhance the educational process. Homework improves student’s study habits and skills, as well as improves students’ attitudes toward school. Finally, homework acquaints parents with what their children are learning in school. They demonstrate an interest in the academic progress of their children, allowing students to become aware of the connection between home and school.

Reading has been found to be the single common factor for success in school. Reading together with your child allows for opportunities for thoughtful discussions about the content of the book. These discussions can improve reading comprehension and allow children to have access to literature that may be too difficult for them to read independently. Therefore, daily at home reading (to, with, or by a child) is an important aspect of a child's education and enhances the building of a strong foundation for life long learning and the enjoyment of reading.

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

Long-term assignments may increase a student's homework load over and above the normal time recommendations. This will require a student to plan ahead and to budget time and pace.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment.

Homework assignments missed because of absenteeism due to illness, family emergencies, and vacations taken during school time may be required to be made up. It is the responsibility of the student or parent to request homework assignments when a student is absent from school.

These policies are recommended as guidelines to establish consistency within the school system. They should not be interpreted as a constraint upon a teacher's academic freedom, nor upon any departmental policies about homework that would further refine or clarify these policies.

Role of Parents/Guardians

Parents/guardians are children's first teachers and they continue to be teachers throughout the child's life. When they go to school, children respond to their parents'/guardians' expectations about the importance of education. Parents/guardians can do many things to provide for their child's best school experience:

1. A quiet, distraction free location that is conducive to study. Limit or eliminate TV, radio and telephone during study times.
2. Supply necessary tools such as paper, pencils, dictionary, etc.
3. Age appropriate assistance with homework includes encouraging completion, accuracy, neatness, etc.
4. Contact teachers for ideas on how you can expand or compliment classroom instruction.
5. Volunteer at school with your special talents and time.
6. Read, read and read. – Even after a child has mastered the ability to read independently, he/she still enjoys being read to. Reading together with your child allows for opportunities for thoughtful discussions about the content of the book. These discussions can improve reading comprehension and allows children to have access to literature that may be too difficult for them to read independently.



Discipline Policy

The staff at the Lillian M. Jacobs School will expect, model and encourage appropriate behavior from our students in all school situations, i.e. classrooms, cafeteria, playground, buses and during school sponsored events.

A major goal of the Jacobs School is to provide a positive learning environment that will encourage the intellectual, emotional, physical and social well being of children. Behavioral expectations have been established to foster self-discipline through taking care of oneself, each other and the school. Students are required to treat people (fellow students, staff, teachers and visitors) and property with respect and not to engage in harmful conduct.

Students are expected to abide by the School Rules Against Bullying:

1. We will not bully other students. This includes physical threats or actions, name-calling, verbal threats, and teasing.
2. We will try to help students who are bullied.
3. We will make a point to include students who are easily left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

On those occasions when behavior is detrimental to the conducting of effective classes, or to the other students, we may follow a procedure that could include any of the following:

- a.) Discussing the specific incident with the child or children who are involved.
- b.) Excluding the child from a specific activity.
- c.) Notifying the parent/guardian via a note or phone call about the specific incident.
- d.) Having parent/guardian come to the school for an in-school conference.
- e.) Implementing a plan of action to address the on-going behavioral issue with the student, parents/guardian, and the school.
- f.) Detaining the student beyond the regular school day (parent would be contact and required to arrange transportation)
- g) Suspension, in or out of school.

In determining the severity of the penalty, the principal, assistant principal or designee may consider all relevant factors, including, but not limited to, the following:

- a.) The student's previous disciplinary record.
- b.) The severity of disruption to the educational process.
- c.) The degree of danger to self, other and the school in general.
- d.) The degree to which the student is willing to change his/her inappropriate behavior.

Discipline Of Students on Individual Educational Programs and 504 Plans

All students are expected to meet the requirements for behavior as set forth in this handbook. Regulations based on federal law, 20 U.S.C. § 1415k and federal regulations, 34 CFR §§ 300.519 – 300.529, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose support plan is described in an Individualized Educational Program (IEP). Students that are in the process of being tested, or are awaiting testing, are afforded all the provisions of a student with an IEP until eligibility is determined. The following additional requirements apply to the discipline of students with disabilities:

- In some cases, the IEP for a student with disabilities might indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- The principal or designee will notify the Special Education Office of an offense of a student with disabilities that requires suspension and a record will be kept of such notices.
- When it is shown that the suspension(s) of a student with disabilities will accumulate to ten (10) days in a school year, a manifestation determination will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition.
- Pending the approval of the amended IEP and alternative plan by the parent/guardian(s), the student remains in the last agreed upon placement, unless a court order has been obtained which allows the school district to change the student's placement.

- If a student on a 504 plan is being considered for expulsion, the 504 TEAM must convene to conduct a manifestation determination.
- In some instances, additional evaluations may be required before a determination is made as to whether the student's misconduct is related to his or her disability.

Due Process

Under the law, students are entitled to due process in matters dealing with possible suspension. In general, the following is required for a fair hearing:

- Oral/written notice of the charges against him or her
- An explanation of the evidence and the opportunity to present his or her side of the story to an impartial decision-maker (e.g., the school administrator)

In matters, which involve a possible exclusion for over ten days or possible expulsion, the student's rights are extended to include the following:

- Written notice of charges
- The right to be represented by a lawyer or advocate (at the student's expense)
- Adequate time to prepare for the hearing
- Suspensions and expulsions are conducted in accordance with the applicable provisions of law and may involve, depending on the circumstances, the school Principal, the Superintendent or the School Committee
- As required by law, such as in special education situations, the school may apply a different procedure for suspensions and expulsions in accordance with applicable law.

Appeals

If an appeal is to be considered, it must be presented to the principal in writing, stating the overall issue, the grounds for the appeal, and the desired result of the appeal. Appeals must be submitted to the principal within twenty-four hours of notification of suspension.

Restraint Policy

Physical Restraint Guidelines

The Hull Public Schools, in accordance with **603 CMR 46.00**, has determined that school staff will adhere to the following guidelines:

1. All school staff must receive annual orientation training with respect to the district's restraint policy. New staff must receive orientation training within the first month of their employment. The principal shall direct the Crisis Intervention Team Leader within the school to provide the training to the new staff. The school must identify specific staff to serve as the school-wide resources (Crisis Intervention Team) to assist in ensuring proper administration of physical restraint. These individuals must receive in-depth training with respect to restraint and implementation of regulations.
2. A physical restraint will be administered only when needed to protect a student and/or member of the school community from imminent, serious physical harm and when non-physical interventions would be ineffective. The use of physical restraint is to prevent or minimize any harm to the student and/or other individual. Only staff trained in physical restraint should physically restrain a student.
3. Physical restraint may not be used as a means of punishment or as a resource to property destruction of school order, refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Seclusion is prohibited.
4. All incidents of physical restraint must be reported to the principal or his/her designee immediately following the incident.

5. The principal or designee shall verbally report any physical restraint incident that last longer than five minutes in duration to the student's parents as soon as possible following the incident. In addition, the principal/designee shall report incidents (described in Item 6 & 7) by written report postmarked no later than 3 school working days of the incident in the language that is used for other reports to that student's parents. A copy of this report will be sent to the Director of Student Services.

6. The staff member shall report the use physical restraint that lasts longer than 5 minutes or results in personal injury to the student or a staff member. The staff member shall inform the administration of the physical restraint as soon as possible and by written report no later than the next school day. The principal or his/her designee shall maintain an on going record of all reported instances of physical restraint, which upon request, shall be made available to the Department of Elementary and Secondary Education. A copy of these reports will be forwarded to the Director of Student Services.

7. Any physical restraint incident that last longer than 20 minutes and/or that results in personal injury to the student must be reported to the DESE within 5 days of the incident. A copy of the school's record of physical restraints covering the 30-day period prior to the incident must be included. A copy of these reports will be sent to the Director of Student Services.

8. Follow-up procedures for restraint include no only the reporting requirements set for above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

NOTICES OF CIVIL RIGHTS

Notice of Equal Opportunity

The Hull Public Schools reaffirms that they do not discriminate on the basis of race, color, religion, sex, national origin, age, disability or sexual orientation in admission to, access to treatment in or employment in its programs or activities. Consistent with M.G.L. Chapter 76, Section 5, the Hull School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age disability or sexual orientation. Any harassment on the basis of sex, race, national origin, religion, age, disability or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violations to any staff member in the Hull Public Schools. He/she will notify a building Administrator. The building Administrator will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced by the school district investigators in each area, within a reasonable period of time. The building Administrator will issue his/her decision in writing to you within twenty (20) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the Administrator's decision.
3. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the Administrator and any additional investigation that will be conducted promptly, the Coordinator will make a final determination on whether there ha been a violation of the district's policy within twenty (20) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Superintendent of Schools or the Regional Director, Office for Civil Rights, U.S. Department of Education, Room 222, Boston, MA 02109-4557.

Jacobs Elementary School

NOTICE OF NON-DISCRIMINATION

Jacobs Elementary School admits the students of either sex and of any race, color, religion and ethnic origin to all the rights, privileges, programs, courses and activities generally accorded or made available to students at the school. Further, Jacobs Elementary School does not discriminate on the basis of sex, sexual orientation, race, color, religion, national or ethnic origin or disability in the administration of its educational policies and programs.

Inquiries concerning the application of this policy prescribed by TITLE IX of the Education Amendments of 1972 and Chapter 622 of the Laws of the Commonwealth of Massachusetts may be directed to a building Administrator or the Superintendent of Schools.

Inquiries concerning the application of nondiscrimination policies may also be referred to:
Regional Director, Office for Civil Rights, U.S. Department of Education, Room 222, Boston, MA 02109-4557.

DISCRIMINATION and HARRASSMENT

The Hull Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination or harassment on the basis of race, color, national origin, sex, sexual orientation, religion, disability, or age, are not tolerated. Discrimination and harassment are contrary to the mission of the Hull Public Schools and its commitment to equal opportunity in education.

It is the policy of the Hull Public Schools to promote and maintain a working environment that is free from *all forms of harassment including sexual harassment*. The district does not discriminate against students, parents, employees, or the general public. No person shall be excluded from or discriminated against in admission to the Hull Public Schools on account of race, color, sex, religion, national origin, or sexual orientation (M.G.L. c. 76 5). Additionally, the Hull Public Schools does not tolerate harassment based upon race, color, sex religion, national origin, or sexual orientation. (603 CMR 26.08). "School" includes school sponsored events, trips, sport events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hull Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hull Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

Definition of Discrimination and Harassment

Harassment is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, sexual orientation, religion, disability, or age.

“Sexual Harassment” is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of employment;
2. Submission or rejection of such conduct is used as a basis for employment decisions or success as a student;
3. Such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not
- Coerced sexual relations
- Physical assault, including rape
- Inappropriate personal questions about an individual’s sexual activity
- Sexual remarks about a person's clothes, body or sexual activity
- Unwelcome suggestive remarks, verbal abuse, whistling, brushing against the body
- Public display of sexually explicit, offensive or demeaning photographs
- Requiring a person to wear sexually revealing clothing
- Leering, ogling of a person's body
- Unnecessary touching in any form
- Subtle pressure for sexual activity
- Demanding sexual favors, accompanied by promises, hints or threats concerning one’s opportunities.

Grievance Officer:

The building Principal and/or Designee, Assistant Principal, Adjustment Counselor and School Psychologist act as grievance officers for the Jacobs Elementary School. The grievance officers will be provided with training for handling discrimination/harassment cases and each year will be responsible for informing all staff and students of their rights and responsibilities under this policy.

Procedures for reporting, investigating and resolving complaints of discrimination/harassment:

1. Any member of the school community who believes that he or she has been subjected to discrimination/harassment will report the incident(s) to a building administrator. If normal disciplinary procedures are determined to be inadequate, the incident(s) will be referred to one of the grievance officers. In the case of student-to-student discrimination harassment it is the belief of Hull Public Schools that education is the first step in resolving discrimination/harassment complaints.
2. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer may put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to report the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer.

Student-to Student Education Procedure

The student complainant meets with the Adjustment Counselor and/or School Psychologist. The student is given the opportunity to meet with the alleged harasser face-to-face or, if that is not

possible, to write a letter to the alleged harasser. The conversation or the letter should include the following:

- a. An exact description of the behavior, including when and where it occurred
- b. A description of how the behavior made the victim feel – embarrassed, intimidated, angry, etc.
- c. A request that the behavior stop because it is discrimination/harassment and is against the law
- d. An agreement that if the behavior stops, nothing further will be said and no further action is to be taken

The Adjustment Counselor and/or School Psychologist will meet with the accused to discuss and resolve the issue either with the complainant or by going over the letter. A statement of resolution will be signed. The Adjustment Counselor and/or School Psychologist will provide the Principal and/or Assistant Principal a brief report which documents the intervention. This documentation shall be kept in the School Psychologist's office. Within a reasonable time following this meeting, the Adjustment Counselor and/or School Psychologist will meet with the complainant to confirm resolution of the situation.

In cases where the discrimination/harassment is determined to be severe, persistent, when there is retaliatory behavior or when it is not resolved through the above procedure, the situation will be immediately referred to the administration (Principal and/or Assistant Principal) for disciplinary action.

Formal Complaint Procedures for filing report of discrimination/harassment with Central Office Harassment Complaint Officer:

In cases where the student complainant is not satisfied with the outcome, the student has the option of filing the written complaint of discrimination/ harassment with the district Harassment Complaint Officer: Laura Miceli, Director of Curriculum, Instruction, and Professional Development or the Alternate Complaint Officer, Judith Kuehn, Director of Student Services at 180 Harborview Road, Hull MA.

3. The central office grievance officers are responsible for processing all discrimination/ harassment complaints whose seriousness falls beyond the regular discipline code, by following the procedure outlined below. The grievance officers will attempt to resolve the problem through the following process:

- a. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer shall put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to file the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer. If a student under 18 years of age is involved, his/her parents shall be notified immediately unless, after consultation with the student, it is determined not to be in the best interests of the student.
- b. The grievance officer will meet with the alleged discriminator/harasser to obtain his or her response to the complaint.
- c. The grievance officer may hold as many meetings with the parties as is necessary to gather facts.
- d. The grievance officer will meet with other individuals who may have pertinent information.
- e. The grievance officer will review any pertinent documents.

- f. The Hull Public Schools may take immediate steps, at its discretion, to protect the complaining student, alleged discriminator/harasser, witness, students, and school employees pending completion of an investigation of alleged discrimination/harassment and may make any appropriate referrals for assistance, including but not limited to counseling, rape crisis intervention, etc.
4. The investigation will be processed expeditiously with a completion time goal of two weeks. Upon completion of the investigation, the grievance officer shall prepare a report outlining the findings. If discrimination/harassment is found to have occurred, the grievance officer will meet with the Superintendent of schools to plan appropriate disciplinary action.
5. The grievance officer will write a summary of the investigation and the disciplinary action decided upon by the Superintendent of Schools. Both the complainant and the alleged discriminator/harasser shall receive the summary. If a complaint is substantiated, the summary shall be placed in the file of the discriminator/harasser. If the complaint is unsubstantiated, a summary shall be kept in the grievance officer's confidential files for one (1) year.
6. Grievant are not limited to a formal grievance procedure but may seek relief from other agencies including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office of Civil Rights of the Department of Elementary and Secondary Education.
7. Any retaliatory action taken by an employee or student in connection with a discrimination/harassment complaint will be regarded as a separate and distinct matter under this procedure.

BULLYING and CYBER-BULLYING

The Hull Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. The Jacobs Elementary School is committed to creating a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

At Jacobs Elementary School bullying can be understood as unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or being unkind on purpose in a repeated and severe manner as defined below.

Examples of bullying may include:

- Hurting someone physically by hitting, kicking tripping, pushing, and so on.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's race or making fun of someone.
- Touching or showing private body parts.
- Spreading rumors about someone.

Staff at Jacobs Elementary School will do the following things to prevent bullying and help children feel safe at school:

- Supervise students in all areas of the school and playground.
- Watch for signs of bullying and try to stop it when it happens.
- Respond quickly and sensitively to bullying reports.
- Provide education to students on bullying.
- Watch for retaliation against students who report bullying.

- Work with principal and assistant principal to assign consequences for bullying based on school discipline code.

Students at Jacobs Elementary School will do the following things to prevent bullying:

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Report bullying to an adult.

Definitions

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school busses or other vehicles owned, leased or used by a district or school, or through the use of technology or an electronic device owned, leased or used by a school district, commonwealth charter school, or non-public school.

Bullying is also prohibited both (i) at a location, activity, function or program that is not school-related and (ii) through the use of technology or an electronic device that is not owned, leased or used by a district or school is the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying, as defined in M.G.L. c.71, s.370, is the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (target) that has the effect of:

- i. causes physical or emotional harm to the victim or damages the target's property;
- ii. places the target in reasonable fear of harm or damage to his property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or materially and substantially disrupts the education process or orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will, oral or written threats, teasing, putdowns, name calling, stalking, threatening looks, gestures, or actions; cruel rumors, false accusations, and social isolation.

Cyber Bullying, as defined in M.G.L. c.71, s.370 is bullying through the use of technology or any electronic communication; which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber bullying shall also include:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (iv), inclusive, of the definition of bullying; and

ii. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (iv) inclusive, of the definition of bullying.

Hostile Environment, as defined in M.G.L. c. 71, s.370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

Perpetrator is the student who engages in bullying or retaliation.

Hostile Environment, as defined in M.G.L. c. 71, s.370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Bullying and Retaliation Are Prohibited and May Lead to Discipline

The Hull Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation may be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short - term or long - term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation she/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non - public school, approved private day or residential school or collaborative school, the Superintendent of the Hull Public Schools or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non - public school, approved private day or residential school or collaborative school and the Hull Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Hull Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations and the ages of the students involved.

Pre Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and may result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

Student with Individual Education Program: The Individualized Education Program Team will indicate if a child has a disability that affects social skills development or that child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged

events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the “reasonable person” standard is generally “that of a reasonable person of like age, intelligence, and experience under like circumstances.” See *Ellison v. Brady*, 924D.2d 872 (9th Cir.1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Hold parent conferences;
- Transfer a student’s classroom;
- Limit or deny student access to a part, or area, of a school;
- Enhance adult supervision on school premises;
- Exclude a student from participation in school - sponsored or school - related functions, after-school programs, and/or extracurricular activities;
- Provide relevant educational activities for individual students or groups of students. Clinical staff and others in the school setting who have been trained to work with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target’s concerns and since the conduct often involves an imbalance of power.)
- Provide counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

Closing the Complaint and Possible Follow Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians – unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any student that is found to have violated this policy may be subject to action including, but not limited to, warning, formal reprimands, education or counseling, suspension, or exclusion.

1. Step One: Incident Reporting

If a student/staff member or other adult witnesses or reports an incident:

- Staff member reports incident to designated administrative staff member
- Prevention and Intervention Incident Reporting Forms are available in school

If a student reports an incident to a staff member:

- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to designated administrative staff member on the same school day

2. Step Two: Conduct Investigation

Interview alleged target of bullying:

- Interview the target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Careful consideration must be given before arranging to see target in the alleged aggressor's presence
- Careful consideration must be given before arranging mediation in bullying situations
- Encourage target to report any additional incidents with the alleged aggressor

Interview the student accused of bullying:

- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter

3. **Step Three: Initiate an Action Plan – Assign Consequences if needed**
- Assign appropriate consequences (educational/disciplinary)
 - If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you will continue to monitor behavior
 - Monitor safety of target
4. **Step Four: Document Incident and Consequences/Follow-Up**
- Document outcome of investigation on the Incident Report Form/Action Plan Form
 - Contact parent of target and alleged aggressor
 - Follow-up: Provide update to appropriate staff member(s)
 - Monitor students’ behavior
 - Notify teachers who have contact with target and aggressor

ABBREVIATED REFERENCE TO THE LEGISLATION AND SPECIFIC CRITERIA OF CIVIL RIGHTS, AND SCHOOL AND DISTRICT COORDINATOR INFORMATION

Law	Coordinator
<i>Title VI of the Civil Rights Act of 1964</i> – prohibits discrimination, exclusion from participation and denial of benefits based on race, color and national origin.	Ms. Laura Miceli 180 Harborview Road 781-925-4400
<i>Title IX of the Education Amendments of 1972</i> – prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 Ms. Laura Miceli 180 Harborview Road 781-925-4400
<i>Title I of the Americans with Disabilities Act of 1990</i> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.	Mr. Daniel McGonagle 180 Harborview Road 781-925-4400
<i>Title II of the Americans with Disabilities Act of 1990</i> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.	Ms. Judith Kuehn 180 Harborview Road 781-925-4400
<i>Section 504 of the Rehabilitation Act of 1993</i> – prohibits discrimination, exclusion from participation and denial of benefits based on disability	Ms. Rebecca MacDonald 81 Central Avenue 781-925-2040 Ms. Andrea Centerrino 180 Main Street 781-925-3000 Mrs. Maureen Rosenplanter 180 Harborview Road 781-925-4400 Ms. Judith Kuehn 180 Harborview Road 781-925-4400

<i>Massachusetts General Laws, Ch. 76, S. 5</i> – prohibits discrimination in all public schools on the basis of race, color, sex national origin, religion and sexual orientation.	Ms. Laura Miceli 781-925-4400 180 Harborview Road
<i>Title I of the Elementary and Secondary Education Act of 1965</i> – designed to help disadvantaged children meet challenging content and student performance standards.	Ms. Laura Miceli 180 Harborview Road 781-925-4400
<i>603 CMR 46.00</i> – governs the use of physical restraint on students in publicly funded schools.	Mr. Donald Edwards 180 Main Street 781-925-3000 Ms. Katie Perniola 180 Harborview Road 781-925-4400

Hull Public School policy, AC, “Nondiscrimination” states, “Individuals who have a complaint or feel they have been discriminated against because of race, color, gender, religion, national origin, sexual orientation and disability, should register their complaint with the Title IX compliance officer.” The above references laws and coordinators indicate whom individuals should contact in the event they feel they have been victims of discrimination.

If any individual associated with the Hull Public Schools feels discriminated on the basis of race or national origin (Title VI), gender (Title IX) or disability (Section 504), s/he may file a complaint with the appropriate school or district coordinator.

INTERNET USE POLICY

Internet Acceptable Use Policy

In order for a student/faculty/staff to use the Hull Public Schools' Internet Connection, the party must read these guidelines and sign the Acceptable Use Contract. A parent or guardian for anyone under eighteen (18) years of age must also sign the contract.

Internet Acceptable Use Contract

The Internet is a vast global network, linking computers at universities, schools, research facilities, and commercial sites. By way of the Internet, one can communicate with people from all over the world through various means including discussion forums and electronic mail (e-mail). In addition, files, many of which have educational value, are available for downloading. Because of its enormous size, the Internet's potential is boundless. It is possible to speak electronically with people from all walks of life. However, with such great potential for education comes the potential for abuse, as well. It is the purpose of these guidelines, as well as the contract for Internet use, to make sure that all who use the Internet, both students and faculty, use this valuable resource in an appropriate manner.

Use of the Hull Public Schools networks is a privilege, not a right, which may be revoked at any time for abusive conduct. Such conduct would include, but is not limited to, placing unlawful

and/or inappropriate information on a computer system, the use of abusive or otherwise objectionable language in either public or private messages, the sending of messages or files that are likely to result in the loss of a recipient's work or systems, the sending of "chain letters", or "broadcast" messages to lists or individuals, any other types of use which would cause congestion of the networks or otherwise interfere with the work of others, as well as the use of the Internet in a manner which would violate the copyright and/or trademark laws of the United States. In addition, the Hull Public Schools System takes no responsibility for any information or materials that are transferred through the Internet.

Because of the size of the Internet, many kinds of materials eventually find their way onto the system. Should a user happen to find material that may be deemed inappropriate while using his or her Hull Public Schools' Internet account, he or she shall refrain from downloading this material, and shall not identify or share the location of this material. Be aware that the transfer of certain kinds of material is illegal, and punishable by fine or jail sentence.

The primary purpose of the Internet connection is educational. It is essential that everyone who uses this connection understand that purpose. Therefore, anyone using the Internet connection for non-educational purposes shall immediately log off should any significant system slow-down occur. No student shall use the Internet connection without the direct supervision of a qualified instructor. Failure to abide by these regulations shall result in suspension of their Hull Schools' Internet account, pending administrative review.

The Hull Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection offered. Neither the Hull Public Schools nor the sponsor organizations shall be liable for any loss or corruption of data resulting from using the school Internet connection.

The Hull Public Schools reserves the right to examine all data stored in the machines involved in the Internet project to make sure that all users are in compliance with these regulations.

Network storage areas may be treated like school lockers. Network administrators may view files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on school department servers would always be private. Within reason, freedom of speech and access to information will be honored. During the school day, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

No user shall use this Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on this or any other network.

The Hull Public Schools condemns the illegal distribution of software, otherwise known as pirating. Any student caught transferring such files through the Internet, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Also, all users should keep in mind that when they are using the Internet, they are entering a global community, and any actions taken by them will reflect upon the Hull Public Schools as a whole. As such, all users must behave in an ethical and legal manner.

In summary, all students, teachers and staff of the Hull Public Schools are prohibited from: using the school department's Internet access for any personal use without permission (i.e., to send an e-mail and/or access an Internet site); using any profane, vulgar, threatening, libelous, or criminal

language when using the Internet; accessing any prohibited sites on the Internet; overriding or encouraging students to override any firewalls established on the Internet access network; permitting another individual to use their password, dissemination of any passwords, codes, access telephone numbers, or account numbers; and/or any other action whatsoever which would in any way subject the user and/or the Hull Public Schools to a possible criminal or civil action. The foregoing list is not all-inclusive and the Hull Public Schools reserves the right to notify a user of any other impermissible action regarding the use of the Internet.

The Internet Acceptable Use Policy is posted on the school's web site. Any changes to this document will be posted on the school website

Specialists

At the Jacobs Elementary School, we believe that all children benefit from the Arts and Specialist classes including Art, Physical Education, Music, Technology, and Library. Unfortunately, due to budget constraints we have had to reduce and/or eliminate some specialist offerings at some grade levels. Student will receive Art, Music, and Physical Education weekly. In addition, when staffing and scheduling permits, students will also receive instruction in technology. Classroom teachers will also have access to the library and computer laboratory to use with the students. We encourage volunteers to assist in the library and we have volunteers help classroom teachers in the library. Volunteers will also help provide extra reading practices for some of our students.



Music

The goals of the Jacobs School's Music Program are to create an awareness of music, to develop an understanding of how music functions and to foster in all students a lifelong interest and appreciation of music. The music program provides basic information about music vocabulary, music history, and aural recognition of folk and classical music, which will lay the foundation for the students to grow into culturally literate adults. The first obligation to the students is to help them develop an attitude toward music, which will ultimately reveal to them a personal value in music.



Art

The goals of the Jacobs School Art Program are to let all children find a means of expression that they will take along their life's journey. Art lessons are process oriented not product generated. Children will learn that all people perceive and interpret the world around them differently. An art session consists of instruction and implementation of a lesson where children are exposed to a variety of different artists, methods, materials and techniques.

Library

The goals of the Jacobs School Library are to familiarize all students with books and resources and to encourage a love of reading that is the foundation not only of all education, but one of life's great pleasures. Stories are read and books may be borrowed at library time. While we will not have a librarian at the Jacobs School this year, the students will still have access to the library during their regular classroom time. Children should return their borrowed books each week on their class's library day. Overdue materials may be returned on other days at the discretion of the teacher. Students may not borrow new materials until they return books that they have previously borrowed. Students are responsible for the books that they borrow and will be charged for lost or damaged materials.



Computers

The goal of the Jacobs School is to continue to work towards integrating computers into instruction and providing all students with meaningful technology based experiences. The lessons and activities presented in the lab vary among classroom teachers and grade levels. The staff recognizes that the computer is another tool in a child's educational program and the use of technology is encouraged. In addition, every classroom has computers within the class and access to the Internet. It is expected that teachers will integrate technology into their instructional plans.

Physical Education



A Physical Education specialist meets with heterogeneous classes of children once per week. Activity classes are scheduled for forty-minute periods. Activities that emphasize body awareness, spatial awareness, relationships and effort concepts as they relate to human movement are the focuses. The environment is conducive to development of the "whole" child.

Support Services

The Lillian M. Jacobs School faculty has worked together in an effort to create truly inclusive classrooms. Special education teachers/ and or para professionals will provide services to students with Individual Education Plans within the classroom when appropriate. The classroom teachers work in collaboration with all support staff when servicing children with special needs.

Title I

Title I is a federally funded program that provides financial assistance to public school districts. It is a supplementary program designed to provide additional help in the basic skill areas of Language Arts and/or Math.

The classroom teachers refer children for Title I services based on a checklist of test scores and classroom performance. The Jacobs School follows an inclusion model. The Title I teachers give direct services in the classroom whenever appropriate. Various instructional strategies are introduced and modeled.

Parental involvement is emphasized and encouraged. Parents/guardians are invited during Open House to visit with both the classroom teacher and their child's Title I teacher. These teachers will be able to share strategies that they utilize in the classroom. Homework and study skills will also be highlighted.

Special Education

The Jacobs School embraces the concepts of full inclusion. Most of the services are provided in the regular classroom. Special education teachers provide consultation, support and direct services to children. There are also para-professionals who work with students, classroom teachers and specialists under the supervision of a special education teacher. Students with special needs are monitored in compliance with all state laws and in conjunction with Individual Educational Program (I.E.P.) recommendations. Annual reviews and three-year re-evaluations are conducted for students with I.E.P.'s.

Access to the curriculum for children with an I.E.P. is based on the child's need and the curriculum being utilized by the classroom teacher. This integration is carried out in various manners. Students who can follow regular class lessons with support are given accommodations so that they may remain on task with the rest of the class. If class lessons are beyond a child's skill level, lessons are differentiated or assignments are modified to target the appropriate skills. Children needing additional help may receive support in a small group within the class.

For some special education students there is a need for "pull out" services where students leave the regular education classroom for direct instruction. These services are provided in the resource room. Skills taught in the resource room are reinforced throughout the day in the regular classroom. Speech and language services, occupational therapy, physical therapy, counseling, and optimal learning physical education classes may be held within the regular education classroom or as a pull out service.

Referral Procedures for Additional Academic Support

If a teacher is concerned about a child, he/she initially consults the child's parents or guardians. If the concern is of an emotional/social nature, the teacher may consult the school psychologist, assistant principal, adjustment counselor or guidance counselor. If the concern is not resolved, the child will be part of a discussion at a Student Assistance Team's meeting (guidance counselor, assistant principal, school psychologist, adjustment counselor, school nurse). The Student Assistance Team meets once a week. At this meeting further support will be determined. Support may take many forms: continued consultation with the teacher, group or individual counseling at school, meeting with the parent/guardian and/or possible referral for outside services. If the concern were of a more academic/cognitive nature, the teacher would make a referral to the Student Intervention Team.

The Student Intervention Team is composed of the school psychologist, assistant principal, adjustment counselor, a classroom teacher, reading specialist, and special education

teacher. This team provides a forum for discussion of any child with problems whose teacher requests advice or support. The team formulates an action plan. The success of this plan is evaluated within six weeks. If additional support is then deemed necessary, the child may be referred for an evaluation (specialized assessments) through the team chair. A parent that suspects his/her child may have a disability may also request an evaluation at any time.

Once the evaluation request is received, specified assessment measures are determined. All state and federal regulations are followed. A Notice of Procedural Safeguards and Permission to evaluate form is sent to the parents/guardians. Once permission to test has been received by the team chair, all members involved in the assessment are notified of permission to test, the due date and the day they will meet with the parent/guardian to discuss the results.

Upon completion of the evaluation, within thirty days after the referral has been signed, the specialist, classroom teachers and parents/guardians will meet to determine the best educational plan for the child. If the student is found eligible for special educational services, an Individualized Educational Program (I.E.P.) will be developed to address the student's needs.

Speech and Language Therapy Services

Speech and language services address delays in articulation, language (expressive and receptive), fluency, and voice. Students are referred for speech and language services by the Student Intervention Team, parents/guardians, and classroom teachers. Services may be provided in small groups, individually, in the classroom, and through consultation with classroom teachers. In addition, speech and language evaluations may be included as part of initial evaluations or three year re-evaluations.

Occupational Therapy and Physical Therapy

Occupational and physical therapy services are provided to children who have delays in their fine motor or gross motor, visual motor, sensory integration or perceptual development. Services may be provided individually, through consultation with classroom teachers, or in a small group. Students are referred for occupational and/or physical therapy by the Student Intervention Team, by parents/guardians, classroom teachers.

Counseling Services

Counseling services are available to students through the school psychologist and school adjustment counselor for school related issues. The counseling staff works with students individually or in small-group with the duration of services depending on the individual need of the child. Consultation to parents concerning school related emotional, social or behavior issues, as well as information about referrals to outside services/agencies is available.

Before and After School - Kids Care Programs

- **Before School Program**

The Before School Program provides child-care to Jacobs School students in grades K-5 whose parents/guardians leave for work prior to the start of the school day. Children may read, do homework or participate in games and computer activities. The program is available from 7:00 – 8:25 AM on school days. A daily fee is charged for each child.

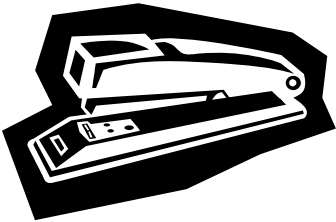
- **After School Program**

A day care enrichment program at the Jacobs School is available to all children in grades K-5. A curriculum based on a variety of themes is offered. The children have access to the school's computer lab, gymnasium and outdoor playground. Kid's Care follows the same calendar as the Jacobs School, including snow days, delays and emergency cancellations. The hours of the program are 2:45 PM to 6:00 PM on Monday through Friday. Extended hours are available on scheduled half-days and during school vacations. All financial obligations are met through tuition fees.

Financial assistance is offered to those in need. For more information contact Barbara Stanley at 781-925-8012 or contact the school office.

- **JASPER (*Jacobs After School Program for Enrichment and Recreation*)**

The Jacobs School offers several sessions of JASPER throughout the year. Courses typically meet for one hour after school, one day a week for six to eight weeks. A variety of courses are offered during each session such as: arts and crafts, games and sports. The vision of JASPER is to provide a low-stress, small group, safe and caring environment for students in grades K-5. For more information call the school at 781-925-4400. We are always looking for parents to offer enrichment courses as part of our JASPER program. Please call us if you are interested in teaching a course or assisting in a program.



Organizations for Parents/Guardians

Jacobs School Council

In accordance with the Education Reform Act of 1993, the Jacobs School has an advisory board, referred to as the Jacobs School Council. The council is comprised of parents/guardians, community members, teachers and the principal. Though law dictates the number of members, anyone is welcome to attend any of the meetings. Dates are posted at Town Hall or can be found through the school office. The council meets monthly to review school budgets, formulate school improvement plans, revise the school handbook and advise the school principal.

Hull P.T.O.

The Hull P.T.O. (Parent Teacher Organization) is a group of parents/guardians, teachers and community members who actively support the educational program of the Hull Public Schools. Its members are involved in fundraising projects to provide financial support for activities such as field trips and supplementary materials for teachers. The P.T.O. sponsors two book fairs every year at the Jacobs School. The proceeds benefit the library and other student

activities. The organization also provides parent/guardian volunteers for special events throughout the school year. PTO Officers for 2008-2009 are:
Co-president- Sharon Striglio-925-1151 striglios@juno.com
Co-president-AnnMarie Dunn 925-2429 adunn21n@comcast.net
Vice-president- Sherry Kearns 925-9959 kearns9959@comcast.net
Secretary- Nancy Sullivan 925-9294 njs33@comcast.net
Treasurer- Linda Neville 925-2401

H.A.S.C. (Hull Academic Support Coalition)

H.A.S.C. is a parent initiated non-profit organization created to promote excellence in the Hull Public Schools. Specifically, they offer grant opportunities for educators to pursue high quality academic enrichment programs for students. If you would like more information about H.A.S.C, please contact Mary Merrigan (781-925-4582).

SEPAC (Special Education Advisory Council)

Hull SEPAC is a state-mandated volunteer organization serving as a resource and advisor to parents of children with special needs in Hull from preschool through high school. The purpose is to: participate effectively in the planning, development and evaluation of special education services and programs; provide information on special education topics and issues; encourage networking among parents and guardians; encourage and facilitate an effective partnership between parents and school administration and staff. For more information contact Judy Kuehn at jkuehn@town.hull.ma.us or 781-925-4400 x1221.

Wellspring

Since 1996, the students and community of L.M. Jacobs School have been donating to Wellspring (781-925-3211), our wonderful local multi-service center in Hull. All respond generously, willing to give to others less fortunate whatever the reasons. A monthly donation list is distributed in September to help guide contributions. It is included here for reference and as a thank you to the students and their families for their continued support that is much appreciated by Wellspring and the community at large. Reminders with specific collection dates will be sent home monthly, however donations will be greatly appreciated at all times.

Suggested Donations – Other Items will Happily be Accepted

Please consider dropping off the following items at Wellspring or in the school office. Supported is needed throughout the year.

September: pancake mixes, syrup

October: Thanksgiving fixings – stuffing, gravy, piecrust and filling

November: new hats, mittens, and scarves – all sizes

December: pennies

January: canned soups, crackers

February: canned stews, hot chocolate, marshmallow, fluff

March: canned pasta sauces, pasta

April: fruit juices

May: personal care items, toothbrushes, toothpaste, shampoo, brushes

SIGNATURE PAGE

Please sign the following statement. All students must submit this form to their respective homeroom teacher before Thursday, September 2, 2010.

- I have read the Lillian M. Jacobs School Handbook and agree to obey the rules, expectations, regulations, and policies of the school.
- I have read “The Internet Use Policy” and agree to obey the rules, regulations and policies of the school.
- I have read the Bus Conduct/Transportation policy and agree to obey the rules, regulations and policies of the school.
- On occasion, photographs are taken of students working on classroom projects, during special events, or for the school or local newspaper(s). I give permission for my child to be photographed either by the school for the school newsletter and various news agencies who may be doing stories about the Lillian M. Jacobs School. Pictures may be published in local newspapers and on the school Internet web site. If parents do not want your child’s photograph to be used, please check off the appropriate box below your signature.

Student: _____ Grade: _____ Teacher’s Name: _____

(Please Print)

Address: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Home Telephone: _____ Parent’s Work Telephone: _____

Parent’s Cell Phone: _____

Parent E-Mail Address: _____

I DO NOT want my child photographed in school.

- ONLY CHECK THIS BOX IF YOU DO NOT WANT YOUR CHILD INCLUDED IN SCHOOL PHOTOGRAPHS OF CLASSROOM ACTIVITIES AND EVENTS THAT MAY BE INCLUDED ON THE WEBSITE OR IN NEWSPAPER ARTICLES.**