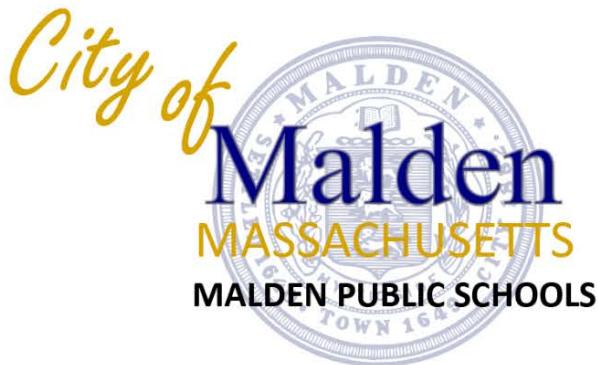




# STUDENT & FAMILY HANDBOOK

2022-23 SCHOOL YEAR



**Dr. Ligia Noriega-Murphy**  
Superintendent of Schools

110 Pleasant Street  
Malden, MA 02148  
(781) 397-6100  
[www.maldenps.org](http://www.maldenps.org)



## SCHOOL COMMITTEE MEMBERS

Mayor Gary Christenson  
Chairperson  
781-397-7000

Michael Drummey, Ward 1  
781-974-2347

Robert McCarthy, Ward 2  
781-526-8274

Jennifer Spadafora, Ward 3  
Vice Chair  
781-912-3000

Dawn Macklin, Ward 4  
914-490-9202

Adam Weldai, Ward 5  
617-417-9297

Joseph Gray, Ward 6  
781-248-7354

Keith Bernard, Ward 7  
617-605-4341

Sharyn Rose-Zeiberg, Ward 8  
781-333-8701



# TABLE OF CONTENTS

<b>LETTER FROM THE SUPERINTENDENT</b>	<b>6</b>
<b>PURPOSE OF THE HANDBOOK</b>	<b>7</b>
<b>MISSION, VISION &amp; CORE VALUES</b>	<b>8</b>
<b>ACADEMIC, SOCIAL &amp; CIVIC EXPECTATIONS</b>	<b>9</b>
<b>GOALS &amp; TARGETS</b>	<b>10</b>
<b>COMMUNICATION</b>	<b>13</b>
School & Parents/Caregivers Communication	13
Back to School Night	13
Parent/Caregivers Report Card Conferences	13
CONNECT-ED Messaging System	13
ASPEN Training for Parents/Caregivers	13
Emergency Contact	13
Change of Address	13
student Custody	14
Social Media	14
School Cancellations	14
<b>DISTRICTWIDE ATTENDANCE POLICY</b>	<b>16</b>
Supervisor of Attendance	16
Truancy	16
CRA	16
Absences & Excused Absences	16
Excused Absences Policy	17
Classroom Daily Attendance Records	17
Did Not Report to School (DNR)	17
Cutting Class/Skipping Class	18
Vacations	18
Student Absence Notification Program	18
Home & Hospital Tutoring	18
<b>SCHOOL VISITATION POLICY</b>	<b>19</b>
<b>HEALTH INFORMATION</b>	<b>21</b>
Health Forms	21
Immunization Requirements/ Medical Records	21
Physical Examination Requirements	21
Concussion Compliance	21
Medications	22
Medical Dismissal	23
Expectant & Parenting Student Policy	23
Special Education & 504s	23



<b>SUPPORTS FOR PROMOTING ACADEMIC SUCCESS</b>	<b>25</b>
Special Education	25
504 Accommodation Plans	25
<b>SUBSTANCE ABUSE &amp; INTERVENTION</b>	<b>26</b>
District-Wide Policy	26
Substance Misuse Response	26
Voluntary Self-Disclosure Response	26
Student Athletes	26
Mandated Reporting of Abuse	26
Incident Report	27
<b>STUDENT SUPPORT SERVICES</b>	<b>28</b>
Guidance Counselors / Adjustment Counselors	28
<b>SCHOOL SAFETY PLANS</b>	<b>29</b>
Emergency & Evacuation Procedures	29
Fire Drill Procedures	29
Fire Alarms	29
<b>LUNCH INFORMATION</b>	<b>30</b>
<b>STUDENT DRESS CODE</b>	<b>32</b>
<b>PROMOTION &amp; HOMEWORK TIMES</b>	<b>33</b>
Elementary School: Summary Of Promotion & Homework Requirements Per Grade Level Spand	33
Middle School: Summary of Promotion & Homework Requirements	34
High School Promotion	35
<b>GRADING</b>	<b>37</b>
Progress Reports & Report Cards	37
National Honor Society	37
Class Rank/Grade Point Average	37
<b>PERSONAL ITEMS &amp; PROHIBITED ARTIFACTS</b>	<b>39</b>
Personal Items	39
Bicycles, Roller Blades, Skateboards & Scooters	39
Prohibited Items	39
Use of Cell Phones & MP3 Players	39
Cell Phone Policy	40
Student Lockers	40
<b>VISION OF A GRADUATE</b>	<b>41</b>
<b>GENERAL INFORMATION</b>	<b>43</b>
2022-23 School Year Calendar	44
REPORT CARD SCHEDULE	45
Parent/Caregivers Conferences	46
School Contact Information	49



MBTA Student “Charlie Card”	49
Pick-up/Drop-off Procedures	49
Student ID Policy	50
Non-Discrimination and Complaint Policies	50

**CODE OF CONDUCT INFORMATION**

The Malden Code of Conduct includes:

- Rights and Responsibilities
- Approaches to Promote Safe and Supportive Schools
- Student Conduct
- Student Due Process Rights
- Discipline for Students with Disabilities

## LETTER FROM THE SUPERINTENDENT

Dear Students, Families & Caregivers,

Welcome to the 2022-23 school year in the Malden Public Schools! We appreciate you taking the time to review our Student & Family/Caregivers Handbook, which features an overview of key policies and sets the boundaries necessary to establish a safe and nurturing learning environment for everyone in our buildings.

In this guide, you will find important information related to district and school based-communication, grading practices, behavioral expectations, disciplinary procedures, attendance, student health, and more. You will also find information on student rights and responsibilities as you attend school each day.



We ask that we all use this guide in a way that reflects our core values of equity, integrity, resilience, and respect. Thank you for doing your part to ensure a healthy, welcoming, and positive learning environment across our Malden Public Schools.

We want to thank all parents, caregivers, students, teachers, directors, and community members for their invaluable feedback and support.

We are excited to learn and grow with you this school year!

Sincerely,

Dr. Ligia Noriega-Murphy



## PURPOSE OF THE HANDBOOK

To ensure all parents/caregivers / Caregivers and students are informed of and understand these policies, *we require that all students and their parents/caregivers / Caregivers/caregivers sign and return the Student and parents/caregivers / Caregivers Consent and Release Form located on the last page of this Handbook.*

However, it should be understood that this Handbook is in no way intended as a contract, and the content of this Handbook may change from time to time as the need arises.

Our goal is to design and provide the most supportive and safe educational setting that will lead to the best possible outcomes for all students. With this in mind, it is our policy to recognize, preserve, and protect the individual rights of all students through the enforcement of policies, rules, and regulations outlined in this Handbook.



# MISSION, VISION & CORE VALUES

## Our Mission

Malden Public Schools, in partnership with parents/caregivers and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.

## Our Vision

Our vision is that Malden Public School students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

## Our Core Values

Equity | Integrity | Resilience | Respect

## Theory of Practice

### If we...

- Provide an early studenthood education that is aligned PK-12, connects with parents/caregivers, and builds lifelong joy of learning,
- Create and maintain a culturally responsive social-emotional climate of support for students, parents/caregivers, and staff,
- Develop PK-12 pathways based on a standards-aligned curriculum that offer opportunities for exploration, real-life learning, and partnerships with community,
- Create and maintain a welcoming climate for parents/caregivers, students, and staff that is culturally sensitive and inclusive, and
- Provide educators with the curricula and training they need to prepare all students for success,

**then we will** develop the skills, knowledge, and character our students need to become informed, compassionate, and engaged members of a diverse local community.

# ACADEMIC, SOCIAL & CIVIC EXPECTATIONS

*We strive for academic excellence, and therefore we expect students to:*

- Read critically for understanding.
- Listen critically for understanding.
- Write for a variety of purposes.
- Communicate clearly through speaking.
- Apply critical thinking skills for reasoning and problem-solving.
- Utilize technology to conduct research, to support critical thinking, and to present information.
- Work collaboratively with peers and staff.
- Develop personal interests and goals within a course of study.

*We expect every student at Malden Public Schools to:*

- Exhibit responsible, respectful, and appropriate personal behavior.
- Demonstrate teamwork and cooperation in their school and in their extended community.
- Make informed, healthful decisions in and out of school.
- Demonstrate respect for others in their school and in their extended community.
- Value and respect school and community property.
- Exercise the rights and responsibilities of citizenship in a democracy.





# GOALS & TARGETS

## MPS ELA Three-Year Annual Academic Targets 2021-2024

### i-READY TARGETS

Academic Targets	EOY June 2021 Data	Fall 2021 Baseline **(as of 9/29/21)	Winter 2021/22 Baseline **(as of 1/5/21)	EOY June 2022 Target	EOY June 2023 Target	EOY June 2024 Target
<b>District-Wide K-11</b>						
% at or above grade level - iReady benchmarks	53%	32%	40%	<b><u>65%</u></b>	75%	85%
<b>Grade 1</b>						
% at or above grade level - iReady benchmarks	58%	20%	36%	<b><u>70%</u></b>	80%	90%
<b>Grade 2</b>						
% at or above grade level - iReady benchmarks	58%	27%	36%	<b><u>65%</u></b>	80%	90%
<b>Grade 3</b>						
% at or above grade level - iReady benchmarks	68%	42%	54%	<b><u>72%</u></b>	75%	90%
<b>Grade 4</b>						
% at or above grade level - iReady benchmarks	53%	39%	46%	<b><u>75%</u></b>	80%	85%
<b>Grade 5</b>						
% at or above grade level - iReady benchmarks	41%	33%	38%	<b><u>60%</u></b>	80%	85%
<b>Grade 6</b>						
% at or above grade level - iReady	45%	31%	38%	<b><u>60%</u></b>	75%	85%

benchmarks						
<b>Grade 7</b>						
% at or above grade level - iReady benchmarks	46%	34%	<b>39%</b>	<b><u>60%</u></b>	70%	75%
<b>Grade 8</b>						
% at or above grade level - iReady benchmarks	55%	38%	<b>43%</b>	<b><u>65%</u></b>	70%	80%
<b>Grade 9</b>						
% at or above grade level - iReady benchmarks	38%	47%	<b>36%</b>	<b><u>50%</u></b>	70%	80%
<b>Grade 10</b>						
% at or above grade level - iReady benchmarks	33%	32%	<b>31%</b>	<b><u>45%</u></b>	55%	75%

### MPS Math Three-Year Annual Academic Targets 2021-2024

#### IXL District Targets

Academic Targets	EOY June 2021 Data	Fall 2021 Baseline	Winter 2021/22 Baseline	EOY June 2022 Target	EOY June 2023 Target	EOY June 2024 Target
<b>District Gr. 1-10 IXL Average</b>						
% of Grades 1-10 students at or above grade level on IXL	16%	33.9%	<b>40%</b>	<b><u>45%</u></b>	60%	80%
<b>Math by the end of Kindergarten</b>						
% of Kindergarten students meeting IXL benchmark	N/A	N/A	<b>87%</b>	<b><u>50%</u></b>	65%	80%
<b>Math by the end of Grade 1</b>						
% of 1st grade students meeting IXL benchmark	40%	83%	<b>68%</b>	<b><u>50%</u></b>	65%	80%

<b>Math by end of Grade 2</b>						
% of 2nd grade students meeting IXL benchmark	23%	60%	57%	<b>50%</b>	55%	70%
<b>Math by end of Grade 3</b>						
% of 3rd grade students meeting IXL benchmark	23%	47%	53%	<b>55%</b>	70%	80%
<b>Math by end of Grade 4</b>						
% of 4th grade students meeting IXL benchmark	14%	38%	40%	<b>55%</b>	65%	80%
<b>Math by end of Grade 5</b>						
% of 5th grade students meeting IXL benchmark	13%	25%	31%	<b>25%</b>	65%	80%
<b>Math by end of Grade 6</b>						
% of 6th grade students meeting IXL benchmark	20%	16%	36%	<b>30%</b>	45%	60%
<b>Math by end of Grade 7</b>						
% of 7th grade students meeting IXL benchmark	5%	21%	24%	<b>15%</b>	30%	50%
<b>Math by end of Grade 8</b>						
% of 8th grade students meeting IXL benchmark	5.5%	9.5%	13%	<b>20%</b>	45%	60%
<b>Math by the end of Grade 9</b>						
% of 9th grade students meeting IXL benchmark	3.6%	13%	11%	<b>20%</b>	35%	50%
<b>Math by the end of Grade 10</b>						
% Meeting or Exceeding Grade 10 Expectations	44%	-	-	50%	60%	70%

Note: IXL Benchmark represents percentage of students at or above grade level according to their diagnostic assessment.



# COMMUNICATION

## School & Parents/Caregivers Communication

It is one of our priorities to establish respectful communication with all parents/caregivers

### Back to School Night

Back to School Night is an important ritual marking the beginning of the new school year. On this night, teachers will use the opportunity to meet the parents/caregivers and their studentren and give them a preview of the classroom, their goals for the class and for your student. They'll share information about their teaching style and methodology, how they grade and the requirements for a good grade. This is a great opportunity for parents/caregivers to engage and begin lines of communication with teachers. Assuring contact information is exchanged and expectations are clearly understood is an essential part of this night.

### Parent/Caregivers Report Card Conferences

Parent/caregivers conferences provide an opportunity for parents/caregivers to have one-to-one meetings with their student's teachers. During this time, parents/caregivers are able to discuss report cards, ask questions regarding their student's academic progress etc. There are two scheduled parent/caregivers visitations during the school year.

The dates and times of the parent/caregivers visitations will be determined by each school's administration.

### CONNECT-ED Messaging System

As part of our communication system with parents/caregivers, the Malden Public Schools uses the Connect-Ed system. The Connect-Ed system allows the Superintendent or Principals to send information that is time sensitive and relevant to the safety and education of students in our schools. You will be asked to provide the school with a current phone number and an alternate number. During the school year, you will receive school messages, for example, student absences, snow days, parent/caregivers nights, academic events, and reminders such as early release days. If your phone number changes, please let your student's school office know of the change in a timely manner.

### ASPEN Training for Parents/Caregivers

ASPEN is our Student Information System (SIS). It is important for parents/caregivers/ to have access to their student's academic daily information. Therefore, we offer webinars on how to access and navigate in ASPEN. Please talk to the school's guidance counselors for more information.

### Update Information in ASPEN

Please contact the schools' administrative assistants to update all contact information for the student. Malden Public Schools cannot provide or release students to any individual who is not registered in ASPEN as a contact or emergency contact.

### Emergency Contact

This is critical information that must be updated in case of an emergency.

### Change of Address

Any time a student changes his/her address or telephone number, the school office should be notified immediately. The parent/caregivers must provide the school with a utility bill/ lease etc. which shows the parent/caregivers's name and current



address. Any change in contact information, including telephone numbers, should be submitted to the office immediately. If a student is moving from Malden, the parent/caregivers must come to the school office to sign transfer documents.

## Student Custody

It is important that if you have legal custody matters, and/or current restraining orders involving your student through a court order, please see that the school administration has a copy of this document.

Please do not assume that school employees know about custody issues. Be sure that the school knows if any parents/caregivers member/adult is not to pick up your student from school. If at any time during the year, a court order is changed or issued, please notify the Principal.

## Social Media

Malden Public Schools uses the Maldenps.org website as the hub for district and schools' information.

## School Cancellations

### School Cancellations or Delays

In the event of inclement weather or other emergency, we will follow the Massachusetts Department of Elementary and Secondary Education (DESE) school closing policy. School cancellation and delay announcements will be made on Blackboard, our automatic message system, as well as local television stations. Information about school cancellations will also be posted on the website.

Bal

## EARLY LEARNING CENTER

257 Mountain Avenue  
781.397.7025

Ms. Lawrence,  
Principal

8:00AM - 2:00PM

### EARLY LEARNING



## FORESTDALE SCHOOL

74 Sylvan Street  
781.397.7326

Mr. Concannon,  
Principal

Gr. K-6 8:15AM- 2:15PM  
Gr. 7-8 8:00AM- 2:20PM

### GRADES K - 8



## BEEBE SCHOOL

401 Pleasant Street  
781.388.0622

Dr. Murphy,  
Principal

Gr. K-6 8:15AM- 2:15PM  
Gr. 7-8 7:45AM- 2:20PM

### GRADES K - 8



## FERRYWAY SCHOOL

150 Cross Street  
781.388.0659

Mr. Ciampa,  
Principal

Grades K-6 8:15AM-2:15PM  
Grades 7-8 8:00AM-2:20PM

### GRADES K - 8



## SALEMWOOD SCHOOL

529 Salem Street  
781.388.0647

Ms. Huynh,  
Principal

Grades K-6 8:15AM- 2:15PM  
Grades 7-8 8:00AM- 2:20PM

### GRADES K-8





# DISTRICTWIDE ATTENDANCE POLICY

The Malden Public Schools seeks to promote excellent school attendance. The Massachusetts General Laws state that parents/caregivers are responsible for their student's attendance (M.G.L. C 76§2, C 76§4), and that absences may not exceed 7 full-day session or 14 half-day sessions in any 6 month period (M.G.L. C 76§1). The school system employs an attendance officer to support parents/caregivers and encourage regular compliance with the state statute. parents/caregivers and other authorized concerned individuals may contact their school Principal, who will contact the attendance officer regarding school attendance issues.

## Supervisor of Attendance

The Malden Public Schools Supervisor of Attendance coordinates with school-based staff to investigate attendance problems primarily outside the school environment. They work in the community, visit homes, and counsel students and their parents/caregivers. When necessary, the Supervisors of Attendance file and represent chronic cases in the City of Malden Juvenile Court.

## Truancy

Under Massachusetts General Laws Per G.L. c. 119, § 21, a student Requiring Assistance (CRA) is student aged 6-18 who is, in part, habitually truant; meaning the student is 'willfully' failing to attend school for more than eight (8) school days in a quarter without a lawful and reasonable excuse from attendance. Students must attend school. Truancy is defined as any unexcused absence from school. Administrators will notify parents/caregivers and/or initiate court involvement for students habitually late or absent.

## CRA

A student Requiring Assistance case is where parents/caregivers, or school officials ask the court to help supervise a student. Supervisor of Attendance (SOA), working with school staff, makes decisions on future action based on investigative findings, prior attendance patterns, and correspondence with parents/caregivers and the school. One option is court referral. The decision to file a CRA is made by the SOA based on the finding and results only after exhausting all other possible courses of action. The CRA will only be filed if the student has accumulated 8 or more unexcused absences in a single quarter and the school has documented intervention steps in ASPEN.

## Absences & Excused Absences

Regular and punctual school attendance is essential for success in school. We recognize that parents/caregivers of students attending our schools have special rights as well as responsibilities, one of which is to ensure that their students attend school regularly, in accordance with state law.

All students must be in school at least 3.5 hours in order for them to be counted as present.

*Therefore, students may receive excused absences from school attendance only for the following reasons:*

- Illness, injury or quarantine that prevents the student from attending school upon receipt of doctor's note.
- Bereavement or serious illness in the parents/caregivers.
- Inclement weather is to endanger the health of the student.
- Observance of major religious holidays.
- A significant personal or parents/caregivers crisis that prevents the student from attending school as approved by school admin.
- Court appearances: Students must present evidence of the required appearance.



- Medical or psychological tests during the school day that cannot be scheduled after school or on the weekend. Students must show evidence (such as a note from the health center) that the tests could not be scheduled after school.
- Other extraordinary situations approved by the school administration.
- Disability-related absences.
- A student may also be excused for other exceptional reasons with approval of the Principal or designee.

### How Parents/Caregivers Can Help:

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of a character. parents/caregivers can help their studentren by not allowing them to miss school needlessly. *Here are some steps to take in the event of an absence:*

- Parents/caregivers are asked to provide a written explanation for the absence or tardiness of a student. *This will be required in advance for types of absences where advance notice is possible.*
- To ensure continuity and maximum advantage of the school program, students must attend school each day and arrive on time. *parents/caregivers are expected to telephone the school office prior to 8:00AM to report that their student will be absent on any given day.*
- In addition, a written excuse from the parent/caregiver must be presented the day any pupil returns to school from an absence. Any situation resulting in an absence that may have serious extenuating circumstances must be brought to the attention of the Principal, by the parent/caregiver, as soon as those circumstances are apparent. Absent notes are given to the student's homeroom teacher, who then sends the note to the office. *The notes should include the following: The date(s) of the absence, the student's full name, the reason for the absence, and the student's homeroom number.* Notes are necessary even when a parent/caregiver has spoken to the Principal, assistant Principal, or the main office about the absence.

*Any student who is absent over three (3) consecutive days must report to the main office with their note and may be asked to see the school nurse.* In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### Excused Absences Policy

Malden Public Schools is preparing students for Career and Life readiness. Therefore, students are expected to attend school everyday. Three (3) unexcused absences per quarter will be allowed if students present a valid parent/caregiver or medical letter explaining the absence. *Four (4) or more unexcused absences in a quarter will require the teacher to give the student a 59 for that quarter. A lower grade will be given if the student's actual average is lower than 59.*

### Classroom Daily Attendance Records

Daily attendance are legal records and must be recorded accordingly.

1. Attendance must be taken by the teacher at the beginning of every class period in middle and high schools. After comparison of period attendance with the school's daily attendance, student cuts should be noted and addressed following the appropriate prevention/intervention steps.
2. Middle and high school students who are tardy should be marked absent for any class(es) they miss.
3. A student must be in attendance at least half of the school day in order to be considered present.
4. Notations of early dismissal must be recorded with the time of dismissal and documentation indicating the reason should be kept on file in accordance with school protocol.

### Did Not Report to School (DNR)

During the first week of school, homeroom teachers at all levels should make personal calls to the parents/caregivers of their students introducing themselves and inviting the parents/caregivers to either visit the school or to call at any time to check on the attendance and progress of their studentren. The message should reinforce the need for consistent attendance and the

procedures a parent/caregiver should follow if their student is absent. In the event any student has not reported at the start of the school year, the teacher should inquire about the student's failure to attend. Teachers should document all communications by entering support notes in ASPEN, including if a student will not be returning to school. Please note that students are expected to report within eight (8) days of the first day of school or after initial assignment. On the eighth (8 th) day, the student will automatically become a DNR (Did Not Report) and be discharged from the school. parents/caregivers should be made aware of this procedure when called if their studentren have not reported. Every year before October 1st, all districts have discharged students who did not report to school.

## Cutting Class/Skipping Class

Malden Public Schools considers cutting class to be a serious disruption to our school community rather than an attendance issue. Please refer to Code of Conduct for details about infractions and consequences related to our discipline policy.

Any student who is marked present in school, but does not report to class will be marked absent in the missing class and the absence will count as unexcused absence. Students can be subject to consequences addresses in the MPS Code of Conduct Policy

## Vacations

Attending school every day is vital to students' academic success. parents/caregivers and students should make every possible effort to plan vacations during the regular scheduled school vacations listed in the annual academic calendar. State policy requires Malden Public Schools to mark skipped days as unexcused absences. *Vacations other than regularly scheduled school vacations are unexcused absences.*

*"Skipping School" is considered truancy as well as an unexcused absence. Missing school days directly before and after school breaks due to extended vacations is not permitted.*

School based staff cannot excuse any vacation time from students' records and teachers are not permitted to give out make-up work for such instances.

## Student Absence Notification Program

Each Principal will notify a student's parent/caregiver by telephone within 3 days of the student's absence in the event the parent/caregiver has not informed the school of the absence. Each Principal or designee shall notify and meet with any student, and the parent/caregiver who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The purpose of this meeting is to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/caregiver. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

## Home & Hospital Tutoring

When a physician determines that a student is physically unable to attend school for more than 14 consecutive days, or who can be anticipated to accumulate more than 14 absences in a school year, the student should be offered tutoring at home or in the hospital. The referral should be made to the Home & Hospital Instruction program when a Physician Statement is received by the school nurse. The attendance for students participating in the Home & Hospital Instruction Program should be marked "constructively present" (CP). The school must document in writing all offers of home tutoring and acceptances or rejections by the parent or caregiver. If a parent/caregiver rejects home tutoring or other appropriate academic services for a student who will be absent for an extended period, a record of that rejection must be retained in the student's file and a 51A should be filed with the Department of studentren and parents/caregivers (DCF).



When it is deemed by the student's attending physician or pediatrician that he or she will be confined to a home or hospital setting for more than 60 days, the student will then be evaluated by the Special Education Department under state regulation 603 CMR 28.04(4).

## SCHOOL VISITATION POLICY

The safety of all students in our buildings is of the utmost importance. Accordingly, Malden Public Schools maintains a school visitation policy for all visitors, including parents/caregivers. The following is the expected course of action:

- COVID -19 All visitors must not have any COVID-19 signs such as colds, running nose, fever, etc.
- All visitors, including parents/caregivers and members of the media entering the Malden Public Schools must report to the main office and register at the time of arrival and departure. Sign-in logs and visitor badges will be provided. Signs will be posted on all outside doors directing visitors to register in the school's main office. Guests and visitors must sign-out when leaving the building.
- parents/caregivers and visitors are responsible for obeying traffic rules. This involves drop off and pick up areas and parking in areas around the buildings.
- Classroom visits should be planned in advance with the consent of the Principal and notice given to teachers when deemed appropriate by the Principal.
- In order not to interfere with the education of students, the Principal shall have the right to deny a request to visit a particular classroom at a particular time, limit the number of visitors to a classroom, and to set classroom visitation times.

### Observations for Current or Proposed Special Education Programs

In accordance with *M.G.L. c. 71B §3*, the Malden Public Schools permits parents/caregivers and their designees (defined by law as parent designated independent evaluators and educational consultants) to conduct in-school observations of their student's current or proposed special education program.

If a parent/caregivers or designee wishes to conduct such an observation, the following procedures shall be followed:

1. The parent/caregivers shall contact the Special Education Office and indicate that an observation is requested. The parent/caregivers will indicate the name of the person who will conduct the observation and the affiliation of that person to the student and/or parent/caregivers.
2. If the request for the observation comes from someone other than the parent/caregivers, the school district will need to confirm with the parent/caregivers the identity of the observer and ensure that the parent/caregivers consents to the observation. If the designee wishes to observe the student's records, the school district must obtain written consent from the parent/caregivers before allowing the designee to access the student's record in accordance with the Massachusetts student record regulations.
3. Upon notification of the request for the observation, the school district will provide timely access to the student's current or proposed educational program. The school district will contact the parent/caregivers and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year such as when the MCAS is being administered that the district generally will not schedule observations due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods the district will work with the observer to find another mutually agreeable time for the observation.
4. The school district will also discuss with the parent/caregivers and/or designee in advance of the observation a reasonable time allotment for the observation. The observer will be permitted to observe both academic and



non-academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed. The observation times will be of sufficient duration to enable the observers to evaluate a student's performance in the current program and the ability of a proposed program to enable such student to make effective progress.

5. The Malden Public Schools is responsible to ensure the safety of its students at all times. If, in the opinion of the school district, the observation threatens to compromise the safety of the students in the observed program, the integrity of the program during the observation, or if there is the threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, the school district may impose reasonable limitations and restrictions on the observation. The school district will discuss these concerns with the observer prior to the observation and the school district will make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation. Any limitation and restrictions imposed pursuant to this paragraph will be done on a case by case basis.
6. The Malden Public Schools may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the studentren in the school or the program being observed.

# HEALTH INFORMATION

## Health Forms

Current health information is required for all new incoming students, including transfer students. We ask your cooperation in completing and returning all of the required health forms by July 2022. You must also update your information on file with the Nurses' Office during the year as needed. The following two forms are to be submitted for each new student:

### MPS Student Health History Form

This enclosed form should be completed by the parent/ caregivers. The information provided is used to get to know your student's health needs and to plan for care. Contact information is used to reach parents/caregivers in times of illness and injury and, therefore, it is crucial that these forms be thoroughly completed. Students may not participate in sports or physical education class without a completed form on file.

## Health Needs

If a student has a health issue to be addressed (i.e. diabetes or severe allergies), we ask that parents/caregivers contact the school nurse directly by phone or email prior to the start of school as this allows time to plan for his care. If a specific health issue arises during the school year, please contact the nurses.

## Immunization Requirements/ Medical Records

*In accordance to State Law Chapter 76, Section 15, no student should be admitted to school unless he or she has been immunized against diphtheria, tetanus, pertussis, measles, polio and other communicable disease specified by the department of health except for medical or religious reasons.* If it is for medical reasons, the parent/caregivers must provide a certification from a physician that he or she has personally examined the student and that the physical condition of the student is such that the student would be endangered by the vaccination. The certification must be provided at the beginning of the school year. If it is for religious reasons, the parent/caregivers must say so in writing. parents/caregivers MUST INDICATE DATES OF IMMUNIZATION. All immunizations must meet Massachusetts's minimum requirement and must be certified in writing by a licensed physician, before a student accompanied by a parent/caregivers is admitted to school. Immunization vaccinations may be obtained from a private physician or by appointment from the Board of Health Clinic.

Department of Public Health regulations effective March 1, 1990, require students to present evidence of having been previously screened for lead poisoning or to be screened as a condition for entry into kindergarten. parents/caregivers should provide documentation from their student's pediatrician.

## Physical Examination Requirements

A complete physical examination is required of all students entering Malden Public Schools for the first time and at least three or four years thereafter. Completed physical examination forms must be presented no later than the first day of school in September. No student will be able to attend school without providing all required medical documentation. Only upon completion of this process will a student be fully registered and allowed to begin school. For more information about immunizations and physical examination requirements, contact your student's school nurse.



## Concussion Compliance

All students must complete the required concussion education program yearly. A parent/caregivers must also complete the program. Any student with a prior history of head injury or concussion must have a “Report of Head Injury Form” completed by a parent/caregivers.

**Head Injury/Concussion:** Any student suffering from a head injury/concussion must complete the school protocol and be cleared by a physician prior to returning to sports/physical education classes. The school holds the final judgment in allowing a student to return to sports here, even if cleared by a physician.

## Medications

No student is to carry medication with him in school including nonprescription medications. The only exceptions to this rule are for those students requiring emergency medications: inhalers, Epipens/Emergency Epinephrine, and diabetic supplies may be carried by the student. Students must have a written order from their physician and permission from parents/caregivers to have medication in school (including emergency medications). Order forms may be printed from the website. Orders must be renewed each year.

Please note: all medication sent to school, to be given to your student, must be in a properly labeled pharmacy or manufacturer’s container. If you require a container for school and home, please ask your pharmacist to give you two labeled containers.

### Emergency Medication

Any medication required for emergency purposes must be delivered to the nurse by the first day of school.

### Epipens/Emergency Epinephrine/Inhalants

parents/caregivers of students who require or have been prescribed an Epipen/Emergency Epinephrine /Inhalants should contact the school nurse by phone or email prior to the start of school to inform her of the student’s allergies. All students with an Epipen/Emergency Epinephrine / Inhalants must carry it with them at all times. Due to the long days and commute, this is critical for their safety. parents/caregivers must provide their Emergency Epinephrine and also provide a written order from the prescribing doctor. Order forms may be printed from the website and parents/caregivers must sign their permission to administer the medication, if necessary. parents/caregivers may also provide a backup pen for the nurse’s office. Students who play sports or travel with a club must inform the coach/moderator that they carry an Epipen/ Emergency Epinephrine / inhalants. Athletes must also introduce themselves to the trainer at the start of the sport season and inform the trainer that they have an Epipen.

### Responsibility Regarding Prescription & OTC Medications

Students are not allowed to carry any prescription or OTC medication on their person, except in the case of rescue inhalers and epi-pens for emergency use and which must also be approved by the school nurse. Any prescription or OTC medication brought onto school property must be taken under the supervision of the nurse in the nurse’s office. A parent or caregivers permission form must be filled out and submitted to the nurse before any prescription or OTC medication is administered. All prescription medications must also be accompanied by a physician consent form and submitted to the nurse’s office before the nurse is able to administer the medication to the student. OTC medications (Tylenol, Advil, cough syrup, etc.) must be brought from home and kept in the nurse’s office. The school does not supply these medications.

All medications must be brought into school in the original container, labeled with the student’s name, and include the dosage and instructions on how often the medication should be taken. It must be brought directly to the nurse upon entering the school.



Any student who is found to be carrying any medication will have the medication confiscated and will be subject to the appropriate consequences outlined in the Substance Misuse Response Procedure per the student Handbook.

## Medical Dismissal

The school nurse or staff may recommend that a student be dismissed if she/he is too ill to take part in her/his coursework. When such a recommendation is made, the student's parents/caregivers will be contacted directly by phone. parents/caregivers must respond promptly when called to pick up their student for medical reasons.

To ensure students' health and safety, sick or injured students are not permitted to depart school on their own – they must be accompanied by their parent/caregivers or someone who the parent/caregivers has authorized to pick up their student. However, if parents/caregivers are unable to be reached and the student is unable to travel safely on her/his own, school staff may contact law enforcement officials or emergency medical personnel to attend to the student.

## Expectant & Parenting Student Policy

Expectant and parenting students have academic and other education rights to help students who are expectant and parenting to complete all course requirements. As part of this policy, all schools with grades 6-12 must appoint a school liaison for the Expectant and Parenting Students who is responsible for communicating with health care and parenting classes.

## Special Education & 504s

### What is the difference between an IEP and a 504?

The basic difference between an IEP and a 504 plan can be summed up in one sentence: both plans provide for accommodations, but only an IEP provides specialized instruction for students in grades K–12, while a 504 plan can serve students at both the K–12 and college levels.

### Individualized Education Plan

IEP stands for *individualized educational program*. It is a document written for a student with a disability that identifies needs, sets goals and lists services to insure optimal educational and vocational outcomes. Often the IEP process can be intimidating and overwhelming to parents/caregivers. The following guidelines will help parents/caregivers become engaged participants in the development and implementation of an effective IEP.

Before the first IEP meeting:

- Gather information about your student: medical information, work samples, report cards, progress reports, classroom observations, independent evaluations, therapists' reports, state assessments; and most importantly, assessments based on your own first-hand knowledge.
- Draft a vision statement, with your student's input if possible, describing future goals for academics, behavior, post-secondary education, independence and employment.
- Assess your student's present level of ability in reading, writing, math, language, attention, social skills, fine & gross motor skills, self care, and technology. Even if you're not a trained educator, your assessment is invaluable; you know your student better than anyone else.
- Consider inviting a parents/caregivers member and/or trusted friend to attend the IEP meeting with you as an advocate/support.

During the IEP meeting:

- Be informed, be vocal, and advocate for the best interests of your student.

- Expect goals that address a specific need and that they are measurable and appropriately challenging.
- Find out how progress will be measured and when you will be provided with progress reports.
- Consider related services that may be needed, such as therapy (speech and language, physical, occupational) counseling, transportation, nursing and teacher training.
- Note which program modifications and accommodations are proposed; for example, extended time for tests, fewer concepts presented, etc.
- Come to consensus about where the IEP will be carried out: within the general education classroom, within a special education classroom, or in a combination of the two.
- Start early discussing what will happen after high school. Consider now what will pave the way for successful postsecondary education, employment and independent living.

**After the IEP meeting:**

- Explain any changes to your student and the reasons for them so he/she is not surprised or upset by unexpected changes in the routine.
- Monitor your student's progress. If there are significant gains, a substantial lack of improvement or a new issue needs to be addressed, request an IEP team meeting before the annual review.

**Your IEP Rights**

- Participation
- Prior notice
- Response
- Due Process
- Interpreter
- Translated materials
- Schedule that works with you & the team
- Revoke your signature
- Stay put law
- Request a meeting (any time)

*\*To request changes to an IEP or start a new one, you should first contact the Special Education Coordinator at your student's school.*



# SUPPORTS FOR PROMOTING ACADEMIC SUCCESS

## Special Education

Malden Public Schools will ensure that all eligible students with disabilities receive a free and appropriate public education as defined by the Individuals with Disabilities Education Act. The purpose of Special Education State and Federal Law is to ensure that eligible Massachusetts students receive specialized instruction designed to develop individual students' educational potential in the least restrictive environment. Eligible students shall mean student ages three through twenty-one who have not attained a high school diploma or its equivalent, who has been determined by the Team to have a disability or disabilities, and as a consequence is unable to progress effectively in the general education program without specially designed instruction or is unable to access the general curriculum without a related service (603 CMR 28.02(9)).

***A disability shall mean one or more of the following impairments:***

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment
- Hearing
- Vision
- Deaf / Blind
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

A referral for a Special Education evaluation may be made by a parent/caregivers or any person in a care giving or professional position concerned with the student's development (603 CMR 28.04 (1)). Once a referral has been made, a consent form describing the types of testing suggested is sent to the parent/caregivers. In addition, a Parent/Caregiver's Rights brochure is provided as well as information on the opportunity to consult with the Special Education Administrator, prior to the evaluation, to discuss the recommended assessments and the evaluators. Once consent has been received from the parent/caregivers, a multi-disciplinary, appropriately credentialed, team will complete a thorough and comprehensive evaluation, including assessments in all areas of the suspected disability. A team meeting of all the evaluators and the parent/caregivers then meet to review the testing and to determine eligibility for Special Education. Once eligibility is determined, the team then develops an Individualized Education Program (IEP) for the student in the least restrictive environment in which the student can make meaningful educational progress. There is a wide range of services available to students with disabilities and what is provided will depend on the specific student's needs. In addition, special educators work with general education teachers to assist them in making accommodations and modifications for students with disabilities within the general curriculum.

***For questions regarding special education please contact the District or School Special Education Administrator listed on page 8 under Administrator Contact Information.*** Additional information is also available online at the Massachusetts Bureau of Special Education Appeals website.

## 504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination statute that ensures disabled students have educational opportunities and benefits provided to non-disabled students. Students may be eligible for educational services under Section 504, as well as under State and Federal Special Education laws. Eligibility under 504 requires that a student has, or has a record of having, or is regarded as having, a physical or mental impairment which substantially limits major life activity. Major life activities include, but are not limited to, learning, communicating, self-care, walking, seeing, hearing, speaking, breathing, working, or performing manual tasks. Services are available to students meeting the above criteria through a 504 Accommodation Plan.



# SUBSTANCE ABUSE & INTERVENTION

Any possession of Illegal or misused medication of substances is subject to the Malden Public Schools' Code of Conduct.

## District-Wide Policy

The Malden Public Schools Substance Misuse and Abuse Prevention Policy ("Policy") was written in accordance with Massachusetts General Laws, Chapter 52 of the Acts of 2016, *An Act Relative to Substance Use, Treatment, Education and Prevention*, signed by Governor Baker in March 2016 requiring schools to have a policy regarding substance use prevention and the education of all students about the dangers of substance use. The Policy has been developed using the Department of Elementary and Secondary Education's (DESE) *Guidance on School Policies Regarding Substance Use Prevention and the Safe and Supportive Schools Model as its guide*.

As part of this model, the Policy outlines clear expectations for the behavior of students relative to substance use as well as to provide guidance for the faculty and staff when responding to all substance-related incidents.

Additional information and community resources can be found online at:

<https://www.cityofmalden.org/215/Substance-Use-Disorder-Resources>

Information can also be found in a paper form at any of our Schools' Main Offices.

## Substance Misuse Response

In the event that a school employee suspects or identifies a student as being under the influence of, in possession of, or as using any ATMOD, that teacher is to report the student to the appropriate administrator immediately and the student shall be escorted from the classroom.

If a student is found to be in violation of the Policy, parent(s)/caregivers(s) will be notified to meet with an administrator. Students will be referred to their school counselor or administrator for assessment and will be subject to the following consequences and/or additional action at the Principal's discretion.

## Voluntary Self-Disclosure Response

If a student voluntarily confides a substance-use problem to a school employee, the employee will refer the student to their school counselor or administrator. The counselor or administrator will make an assessment and help the student identify available support services. The counselor or administrator will advise the student of their confidentiality protections under the law and will work with this student to develop an intervention plan. The student will not be subject to the Substance Misuse Response Procedure unless under the influence or in possession of any substance or paraphernalia at the time of notification.

## Student Athletes

In addition to the Malden Public School Substance Abuse Policy and consequences outlined in the Code of Conduct and Substance Misuse and Abuse Response Process, all student athletes will be held to Massachusetts Interscholastic Athletic Association (MIAA) standards and consequences as outlined in the MIAA Handbook and Guidelines on Chemical Health.

## Mandated Reporting of Abuse

All members of Malden Public Schools are mandated reporters. In accordance with Massachusetts state law, Section 51A, a mandated reporter who, in his professional capacity, has reasonable cause to believe that a student is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the student's



health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, *shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited student; or (v) being a human trafficking victim as defined by section 20M of chapter 233.* A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the student advocate about the suspected abuse or neglect.

## Incident Report

Any accident involving a student will be documented. The nurse or another school staff member will contact the parent/caregivers; in the event that the parent/caregivers cannot be reached, the nurse will send a report home with the student. In emergencies, school staff will notify the people indicated on the students Emergency Contact, as well as law enforcement office or emergency medical personnel, as necessary or in the best judgment of the school nurse and/or school staff. In any emergency, Malden Public Schools absolute priority will be to first attend to the emergency and ensure the safety and health of the student or students involved in the incident, then secure the surrounding area to address the unsafe conditions, and then contact parents/caregivers, and/or emergency contacts.

# STUDENT SUPPORT SERVICES

## Guidance Counselors / Adjustment Counselors

The Student Support Team (SST) is an integral part of the educational team providing services to students, parents/caregivers, teachers and administrators. The counselor's goal is to help each student identify their needs, interests, and aptitudes and to use this information to get the most from their educational experience.

The guidance counselor will provide the following services:

- Individual counseling regarding personal problems, school, or home related.
- Information regarding school programs and course selections.
- Academic appraisal through interpretation of test results.
- Vocational and career information and educational opportunities beyond high school.

If a student wants to see the guidance counselor or school adjustment counselor, he/she should go before school to make an appointment. If an emergency exists, other arrangements will be made.



## Threats To Self Or Others

If a student threatens their own life or the life of others, this will immediately be brought to the attention of the school Principal and support staff (school social worker, school counselor, student support team etc.). According to the level of safety, the student might be subject to the Code of Conduct Policy.



## SCHOOL SAFETY PLANS

The purpose of the School Emergency Operations Plan (SEOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the district, school, its employees, and students. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at any of our schools.

Each year, the School Administration shall review and certify that the plan is current and accurate. This must be done with the School Level Crisis Response Team at the beginning of each school year.

The Superintendent of Schools must meet with the police and fire chief to formulate or review a school-specific Emergency Operations Plan at the beginning of each school year as required by Section 363 of Chapter 159 of the Acts of 2000 in Massachusetts General Laws and as enacted by the State Legislature, and conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

The SEOP plan provides teachers, staff, students, parents, and other members of the community with assurances that the district and school has established guidelines and procedures to respond to incidents/hazards in an effective way.



## Emergency & Evacuation Procedures

Emergency and evacuation procedures are a very serious part of the school routine. Whether it is a drill or real emergency, the actions that students and staff should take are the same. Emergency drills are held throughout the year. The drills are planned in such a way as to ensure the safety of students and staff in the shortest possible time and in the most efficient and orderly fashion. We will be practicing three types of Safety Drills throughout the school year: Shelter-In-Place, Lockdown, and Evacuation. This ensures that all students will know what to do in the event of an actual emergency.

## Fire Drill Procedures

Students will follow the directions of the teacher and obey the posted fire drill procedure for each room. The following rules will be observed:

- Look for the fire drill instructions in every room.
- Walk in silence and at a normal pace.
- Stay with the class at all times and assemble in an area outside the building designated by the teacher.
- Do not return to the building until told to do so by the teacher.
- Upon your re-entry to the building, proceed directly back to the classroom.
- If any alarm is sounded when a student is not in a classroom, leave by the closest exit and report to the nearest teacher.

## Fire Alarms

Massachusetts law provides for imprisonment in a jail or house of correction for up to one year, or for a fine of not less than one hundred dollars (\$100) and up to five hundred dollars (\$500), for anyone who causes a false alarm of fire (M.G.L. c. 269, § 13). Anyone apprehended making a false alarm on school property will be suspended and referred to the authorities for court action. For more information and details about the Malden Public Schools District Safety plan please visit the Malden Public Schools website.

## Understand the Weather



### Wind-Chill

- 30° is **chilly** and generally uncomfortable
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extreme cold** and **frostbite** is likely
- -60° is **frigid** and exposed skin will **freeze** in 1 minute

### Heat Index



- 80° or below is considered **comfortable**
- 90° beginning to feel **uncomfortable**
- 100° **uncomfortable** and may be **hazardous**
- 110° considered **dangerous**

All temperatures are in degrees Fahrenheit

## Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)

Air Temperature	Wind Speed in mph								
	Calm	5	10	15	20	25	30	35	40
40	40	36	34	32	30	29	28	28	27
30	30	25	21	19	17	16	15	14	13
20	20	13	9	6	4	3	1	0	-1
10	10	1	-4	-7	-9	-11	-12	-14	-15
0	0	-11	-16	-19	-22	-24	-26	-27	-29
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

Comfortable for out door play

Caution

Danger

Heat Index Chart (in Fahrenheit %)

Air Temperature (F)	Relative Humidity (Percent)												
	40	45	50	55	60	65	70	75	80	85	90	95	100
80	80	80	81	81	82	82	83	84	84	85	86	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100	103
90	91	93	95	97	100	103	105	109	113	117	122	127	132
94	97	100	103	106	110	114	119	124	129	135			
100	109	114	118	124	129	130							
104	119	124	131	137									

### Child Care Weather Watch

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

Condition **GREEN** - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition **YELLOW** - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child.

OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition **RED** - most children should not play outdoors due to the health risk.

INFANTS/TODDLERS should play indoors and have ample space for large motor play.

YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.

OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed,

have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

### Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

**Blizzard Warning:** There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

**Heat Index Warning:** How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

**Relative Humidity:** The percent of moisture in the air.

**Temperature:** The temperature of the air in degrees Fahrenheit.

**Wind:** The speed of the wind in miles per hour.

**Wind Chill Warning:** There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

**Winter Weather Advisory:** Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

**Winter Storm Warning:** Severe winter conditions have begun in your area.

**Winter Storm Watch:** Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Child Care Weather Watch, Iowa Department Public Health, Healthy Child Care Iowa. Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.



## LUNCH INFORMATION

The Malden Public Schools shall support the wellness of students and staff through good nutrition, regular physical activity and positive dietary and lifestyle practices as part of its total learning environment. Our schools contribute to the overall health status of students by providing nutritious foods and opportunities for physical activity, by facilitating wellness through teaching support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that students need to be healthy to learn and learn to be healthy. In fostering and establishing a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating, students are required to eat lunch in the cafeteria during their lunch period.

For the High School, the courtyard is available during the lunch period, during good weather, for relaxation and quiet conversation. Students may purchase a hot lunch, sandwich, or bring their own lunch from home, and the cafeteria vending machines may be used during lunchtime. Students are not allowed to "order in" from area restaurants. For safety reasons, students are not allowed to bring glass bottles containing food or beverages to school. All eating and drinking is confined to the cafeteria, unless another arrangement has been approved by the Principal. Students may not return to the general area of the school until the lunch period is over. All students are responsible for cleaning up after themselves.

It is the general policy of the Malden Public Schools that any outstanding lunch account debt is expected to be paid promptly. While we understand that an occasional emergency may come up, we encourage parents/caregivers/students to work together to keep their lunch accounts current. It is important to note that, at the end of each school year, the Malden Public Schools absorb negative lunch balances into the budget of the next school year. That is money taken away from infrastructure improvements, purchase of textbooks, or possibly the hiring of teachers or other staff.

*If your financial situation has changed, you may be eligible for free and reduced lunch assistance. Applications are available for students qualifying for the free/reduced lunch program. You can also find application on the Malden Public Schools Website: maldenps.org*

This policy is meant to establish consistent account collection practices district-wide, to protect the privacy and dignity of our students, and to enable Food Services with certain debt collection abilities to effectively maintain a financially responsible accounting of student lunch account balances.

In order to provide students and parents/caregivers with the best possible service, clarity, and accountability surrounding the school lunch program, the following procedures regarding student lunch account balance:

1. Food Services personnel will have training and access to utilize the Connect-Ed phone messaging system to notify parents/caregivers of a negative lunch account balance.
2. When a student reaches a negative balance of \$10, Food Services will send a Connect- Ed message, and mail a notice to the parent/caregivers.
3. The mailed notice and Connect-Ed message will indicate that a negative balance of
4. \$10 or greater exists, and provides instructions on how to pay the debt. They will also inform parents/caregivers that, if and when the negative balance reaches \$20, the student will receive an alternative lunch until the balance is paid.
5. The messages will also contain information about applying for free or reduced lunch, if the parents/caregivers think they may be eligible.
6. When a student reaches a negative balance of \$20, Food Services will mail a second notice, and send a second Connect-Ed message.
7. These messages indicate the current balance, notify parents/caregivers that students will immediately begin receiving an alternative lunch, and provide instructions for paying the debt.
8. The alternative lunch offering will continue until the balance is paid. Food Services may also enlist the assistance of school personnel to notify parents/caregivers of a negative lunch account balance.
9. Food Services may provide school Principals with notices to be sent home with students in a sealed envelope.

10. A student carrying a negative lunch account balance may purchase a meal with cash on hand.
11. Any change from a cash purchase must be returned to the student, unless the student specifically directs that cashier to apply the change to the lunch account balance.
12. For any student carrying a negative lunch balance of greater than \$20 at the time of this policy change, parents/caregivers will be given the option of making weekly payments of \$10 until the balance is paid. During this time, as long as weekly payments are made, the student will continue receiving regular lunch options.
13. Any case of a student receiving an alternative lunch as a result of this policy will be handled with discretion, and every attempt will be made to protect the privacy of the student.
14. In any event, no student who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his or her parents/caregivers.



# STUDENT DRESS CODE

Malden Public Schools is a serious place of learning. There is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness, so as not to detract from the educational process. Student attire should not disrupt the educational environment. If a student is wearing clothing that disrupts the educational process, such as clothes that promote drugs, alcohol, or violence, he or she will be asked to go home and change or to wear a t-shirt provided by the school staff. The discretion of administration will prevail in whether the clothing creates a disruption.

In accordance with Massachusetts State Law, students have the right to freedom of expression, provided that such right shall not cause any disruption or disorder within the school. There is an expectation that students dress in a manner that is appropriate for a place of study; and are obeying to reasonable standards of safety, health, and cleanliness, so as not to detract from the education process. If style demonstrates that it is disruptive to the educational process, constitutes a threat to the safety and health of self and others, or is in violation of any statute, it will not be permitted in school. The intent of this document is to create a standard that will align with overall expectations of appropriate attire that contribute to a positive school environment. By no means is the desired outcome of this document for students to be judged or shamed.

Clothing that creates a risk of substantial and material disruption or disorder within the school is not acceptable. This may include:

- Clothing, including face masks with any picture and/or wording that relates, advertises, or infers to sex, alcohol, drugs, tobacco, or displays lewd, vulgar, indecent or “plainly offensive” language (masking is optional)
- Hats, hoods, bandanas, or any other head coverings (except for religious or cultural reasons)
- Clothing worn in such a manner as to reveal undergarments.
- Strapless tops and halter tops.
- Skirts and shorts where buttocks are visible.
- Sunglasses worn inside the school building.
- Clothing or article that suggests gang activities.
- Chains (wallet, belt, large neck chains, etc.).
- Spiked collars, spiked belts, spiked bracelets.
- Pants, when the waist falls below the hip.

The school Principal, having discretion to render judgments regarding what is and what is not appropriate, may, if necessary, waive these policy restrictions in religious and/or medical situations. The Principal will determine what consequences should follow when a student does not comply with this policy. A student may change to wear a school T-Shirt offered by the school, bring their own change of clothes, or a parent/caregivers may be required to bring in a change of clothing.

# PROMOTION & HOMEWORK TIMES

## Elementary School: Summary Of Promotion & Homework Requirements Per Grade Level Spand

**PreK- Kindergarten:** There are no promotion requirements for students moving to Kindergarten. However, the preschool teachers assess all students to gather a baseline. Students participate in formal assessments twice a year to show progress in various areas. Progress is reported on report cards (twice per year).

Homework Recommended average time: 30 minutes per day (Reading: 20 minutes; other activities 10 minutes per day)

**Grade 1:** To be promoted to grade 2, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics

**Grade 2:** To be promoted to grade 3, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics

*Grades 1-2 Homework:* Students must engage in specific classroom lessons, the relevant standards (ELA, Math, History and Social Studies, Science and Engineering), and needed skills practice. Homework Recommended average time: 30 minutes per day (Reading: 20 minutes; other activities 10 minutes per day)

**Grade 3:** To be promoted to grade 4, students must meet both of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics



**Grade 4:** To be promoted to grade 5, students must meet all three of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics
- Receive a passing grade in science or history

**Grade 5:** To be promoted to grade 6, students must meet all of these requirements:

- Receive a passing grade in ELA or ESL
- Receive a passing grade in mathematics
  - (a) Receive a passing grade in science and history, if only one of these subjects were passed in grade 4; OR
  - (b) Receive a passing grade in science or history if both subjects were passed in grade 4.

*Grades 3-5 Homework:* Students must engage in specific work in major subject areas and should vary in form. Homework could be in written, oral, presentation exercises, study, reading for pleasure, written assignments, project or/and preparation of reports. Recommended average time: 30–60 minutes per day.

*Late Work & Make-Up Work:* It is the responsibility of all students to make up for work that is late or missed, including homework, when they return from any absence. This is done by seeing his/her teacher(s) after school and working out a schedule to complete the work missed. Each teacher is available ½-hour after school each day Monday through Thursday to be of assistance to students or to confer with parents/caregivers. Once a week, grades 7 and 8 teachers will be after school for an extra 30 minutes to assist students.

Students in Grades 3-5:



- Students who do not pass ELA/ESL and math and do not pass a reading test and math test will receive an “Incomplete” and must attend the Summer Learning Academies if invited. If they do not pass both courses and a reading test by the end of the Summer Learning Academies, they will repeat the grade.
- If they pass reading and pass the course work for math but do not pass the math test by the end of the Summer Learning Academies, they will be promoted to the next grade level and receive extra support in math.

\*School Site Councils may vote to establish course and test requirements that exceed those listed.

### Grade-Level Promotion & Retention Policy Promotion

Promotion standards are the academic benchmarks students must meet in order to be promoted to the next grade level at the end of the school year. Throughout the year, teachers and Principals regularly review academic performance and identify students who, even with additional support, are at risk of not meeting promotion standards for their grade level. Students' academic progress is assessed holistically, using multiple measures.

### Retention Guidelines for Grades K-5

Upon the closing of 2nd quarter, parents/caregivers will be notified by the Principal or designee via letter and meeting that their student is at risk of not being promoted with justification rationale (attendance, academic progress, educational history). A meeting will be held with the parents/caregivers, Principal, teacher(s), and support personnel to discuss the student's progress using academic, behavioral, and/or intervention data.

Via a letter and meeting, the final determination of retention will be discussed with parents/caregivers in late spring by the Principal or designee. Above-mentioned data and progress since the first meeting will be used to make this determination. The Principal is the final arbiter of all decisions regarding retention.

### Middle School: Summary of Promotion & Homework Requirements

**Grade 6:** To be promoted to grade 7, students must receive a passing grade in a total of three courses from the following subject areas: ELA/ESL, mathematics, science, and history/social science.

- To pass math, students must pass the end-of-year math assessment or end-of-summer math assessment.

To be promoted to grade 8, students must receive a passing grade in a total of six courses from the following subject areas in grades 6 and 7: ELA/ESL, mathematics, science, and history/social science. The courses must include at least:

- three ELA/ESL + math courses
- one science course
- one history/social science course

To be promoted to grade 9, students must receive a passing grade in a total of ten courses from the following subject areas in grades 6, 7, and 8: ELA/ESL, mathematics, science, and history/social science. The courses must include at least:

- five ELA/ESL + math courses
- two science courses
- two history/social science course

### Grades 6-8 Homework Recommendations

Every MPS middle school student in grades 6–8 should have homework assignments every school day. Teachers in the major subject areas should coordinate homework assignments. Certain subjects should be scheduled for certain nights so the total amount of home assignments is consistent each evening and can be completed within the expected time. Homework assignments can also be in the form of project completions,

Homework should be a factor in a student's report card grades. Recommended average time: No more than 2 hours per day including all subjects ( 3 - 5 assignments per night).



## Non-Promote

Students who do not pass both ELA/ESL and math must attend the Summer Learning Academies.

Students will earn credit for the course(s) only if they attend the Summer Learning Academies and pass the required coursework. Students who do not attend will fail the course(s).

Students who do not meet grade course requirements by the end of the Summer Learning Academies will be retained. Students who have already been retained in middle school may be retained again only after a case review by the principal, teachers, support staff, and parents/caregivers.

## Retention Guidelines for Grades 6-8

Students who fail 4 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained and are not eligible for Summer School. parents/caregivers will be notified by the Principal via letter.

Students who fail 3 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained in June and are eligible for Summer School. Upon successful completion of Summer School, students will be promoted to the next grade level in August. parents/caregivers will be notified by the Principal via letter.

Students who fail 2 out of 4 major subjects (English, Math, Social Studies, and Science) will be retained in June and are eligible for Summer School. Upon successful completion of Summer School, students will be promoted to the next grade level in August. parents/caregivers will be notified by the Principal via letter.

## High School Promotion

All students must complete all the State MassCORE requirements

### What is the MassCore Program of Study?

MassCore is a state-recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes 4 years of English; 4 years of Math; 3 years of lab-based Science; 3 years of History/Social Science; 2 years of the same world language; 1 year of the Arts; 5 additional years of “core” courses in any of the above subjects, business education, career, and technical education, health, or technology.

Additional learning opportunities such as Advanced Placement courses, dual enrollment, a senior project, online courses for high school or college credit, and service- or work-based learning are recommended. Students who complete the MassCore program of study are better prepared for college and career.

- Take and pass four English (or ESL) courses
- Take and pass three history courses, including U.S. History 1 & 2
- Take and pass four integrated math sequences Math I, Math 2, Math 3, or the traditional sequence a 4th year choice of PreCalculus, Calculus, Statistics, Advanced Quantitative Reasoning, >>>
- Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics
- Take and pass two years of the same world language courses (or two additional ESL courses) Not necessary on consecutive years
- Take and pass two semester courses in the arts
- Take and pass four semester courses in physical education
- Take and pass one semester course in health
- Take and pass one semester course in computers
- Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering



**Grade 9:** To be promoted to 10 grades, students must pass ELA/ESL, Math, and either Science or History. Courses that 9th graders do not pass have to be made up before students become 12th graders.

**Grade 10:** To be promoted to 11th grade, students must pass ELA/ESL, Math and Science, Take and pass ELA, Math, and Science MCAS.

**Grade 11:** To be promoted to 12th grade, students must pass ELA/ESL, Math and Science or History. Pass MCAS ELA, Math, and Science

**Grade 12:** To be a senior, students must have passed 2 ELA/ESL, 3 Math classes, 2-3 Science classes, 2-3 History Classes, Passed MCAS ELA, Math, and Science

12th graders must take and pass their 4th year of ELA/ESL, 4th year of Math, 3rd year of Science, 3rd year of History, PE, Art,

*If students fail some of their courses, do they have to repeat the whole year?*

No. They can retake those courses during the summer, during the academic year, or online (see pages 15-16)—but they can move ahead in the subjects they passed. For more information, see your school guidance counselor. Seniors also have access to a district-wide summer graduation in August if they miss their school graduation.

### **Homework Grades 9-12**

Recommended average time: No more than 2.5 hours per day including all subjects ( 3 - 5 assignments per night). Assignments over school breaks: It depends on the teachers, but time should not exceed more than 2 hours in the entire break.

### **Acceleration Academies**

Acceleration Academies take place during February and April vacation weeks. They offer intensive instruction to students in grades 3–12 who need extra support in ELA and math.



# GRADING

## Progress Reports & Report Cards

Progress Reports and Report Cards can be seen on ASPEN, our student information system. A hard copy of each is issued to the students each quarter in the homeroom. Students and parents/caregivers can access X2 with a username and password. Please contact the student's house office for a username and password.

The ELC does not issue progress reports, except for students with disabilities. Special Education progress reports are issued twice per year.

### Progress Reports

The purpose of the mid-term progress report is as follows:

- To provide parents/caregivers with information on how their student is doing in school.
- To provide positive feedback to students who are doing well.
- To provide information to students who are not doing well and to give them the opportunity to improve their performance before the marking period ends.
- To provide information about how special education students are progressing with the goals and benchmarks laid out in their IEPs.

## National Honor Society

The National Association of Secondary School Principals in 1921 founded the National Honor Society. In 1927, Head Master Thornton Jenkins established the John W. Hutchins Chapter named in honor of a former Headmaster of Malden High School. The purpose of the National Honor Society is to create an enthusiasm for scholarship, to stimulate the desire to render service, to promote leadership, and to develop character in the students of American secondary schools. Each chapter of the National Honor Society is governed by a constitution and the National Council closely regulates membership standards. Membership in the National Honor Society is based upon excellence in four areas: scholarship, leadership, service, and character. Each category is considered independently and information, beginning with the freshman year, is taken into account. Outstanding qualities of leadership, service, scholarship, and character are given equal consideration during the selection process. Eligible members of the Sophomore, Junior, and Senior classes will be notified and invited to apply for membership in the National Honor Society after the second quarter.

### ***The following minimum standards must be met as consideration for membership:***

- A minimum Cumulative GPA of 88% resulting from the average of all year long academic classes (math, science, language, social sciences, and English).
- Candidates must have attended Malden High School for the equivalent of one semester.
- Candidates receiving a majority vote of the Faculty Board will be inducted into the chapter.
- A member may retain his or her membership as long as he or she continues to fulfill the requirements used as a basis for his or her election. During the year, members are expected to participate in NHS activities, meetings and projects.
- Members are asked to complete and turn in an absence form when they miss a meeting or activity. Two unexcused absences for the whole year will result in a warning and a third unexcused absence will result in the member's dismissal.



## Class Rank/Grade Point Average

GPA is determined for students using a weighted 4.0 scale and is based on a framework from MA College/University System for Calculating/Re-calculating GPA. GPA is based on cumulative semester grades and includes all AP, Honors, and College Preparatory courses.

A chart is used for the calculation of class rank. This chart is available through the Guidance Department. When the rank is computed, each course is assigned a numerical value from the chart. This numerical value is assigned to each grade on the report card each quarter. The values are totaled and averaged by dividing by the total number of courses per year or for as many quarters and courses that are being computed. All courses will be calculated with the exception of courses graded on a pass/fail basis. Class Rank will be calculated on a minimum of five courses. In the case of a student taking fewer than seven courses, which are included in the class rank, the average of numerical values should be based on that number of courses.

To be a speaker at graduation, or to be ranked in the Top Ten students, a student must have completed 75% (15 credits) of his or her education (course work) at Malden High School. Senior rankings are official at the end of the third quarter for graduation speaking purposes.

Summer school credit recovery is accepted, not to exceed 4 credits. Students must pass Physical Education. Students who receive an F are ineligible for that season's tryout. A grade of incomplete (INC) renders a student ineligible until the grade is made up following school policy.



# PERSONAL ITEMS & PROHIBITED ARTIFACTS

## Personal Items

Students are expected to be responsible for their own personal items. The school will not assume responsibility for valuables left in desks, homerooms, coat pockets, or unlocked lockers.

parents/caregivers should put name labels on all students' personal belongings. These markings will help school staff locate lost items.

## Bicycles, Roller Blades, Skateboards & Scooters

Students who take the above forms of transportation to and from school should secure their method of transportation to the bike racks outside of the school. These items are not allowed in the school building and may not be used during school hours. Students should bring their own bicycle locks or otherwise ensure the security of their personal transportation methods while stored outside of the school building. The school will not assume responsibility for any bicycles or other methods of transportation.

## Prohibited Items

The following articles will be considered inappropriate and not allowed to be used inside of the school building:

- Roller blades and/or skateboards (Please see section above)
- Scooters (Please see section above)
- Bicycles (Please see section above)
- Segways
- Hoverboards
- Laser Pointers, which are considered dangerous weapons and will be confiscated permanently
- Dangerous Weapons
- Alcohol, Tobacco, and Drugs as defined under G. L. c. 94C

Any student in possession of the stated articles, not including dangerous weapons, alcohol, tobacco, or drugs, will have the following occur:

FIRST TIME – Said article will be taken from a student and may be picked up after school. SECOND TIME – Said article will be taken from student and returned to parents/caregivers only.

Dangerous weapons, alcohol, tobacco, and drugs will be confiscated and disposed of, or provided to law enforcement. The student will also face disciplinary consequences and their actions may be referred to law enforcement and/ or the Department of studentren and parents/caregivers.



## Cell Phone Policy

The use of electronic devices such as cell phones, earbuds, and headphones in classrooms is strictly prohibited. All such devices should be AWAY/OUT OF SIGHT (i.e., in backpacks or teacher-designated areas). “Use” includes texting, Snapchat, checking email, and having the cell phone face down on the desk. The only time it is acceptable to use an electronic device (cell phone, headphones, etc) is with EXPLICIT permission from teachers. In this case, the use of a cell phone is written into the lesson plan.

*Though teachers have much latitude around cell phones in class, it should not be used as the primary media for school work; students should have and use a chromebook or computer.*

### Consequences for Violating Cell Phone Policy

If students violate the school’s cell phone policy, the following may occur:

*First offense:* The student’s cell phone will be confiscated by their Assistant /House Principal or designated faculty member and held until the end of the school day. Their teacher will notify their parent/caregiver of the incident and explain the cell phone policy.

*Second offense:* The student’s cell phone will be confiscated and held in the House Principal’s office until the end of the school day. The student’s parents/caregivers will be contacted and informed that they must pick up the cell phone.

*Third offense:* The student’s cell phone will be confiscated and held in the House Principal’s office until the student’s parents/caregivers are able to come to pick it up. The cell phone must remain at home for a period of 4 weeks. If the student is observed with the phone during this period, the phone will need to remain home for the remainder of the academic school year and a suspension hearing will be held with the House Principal.

*\*MPS is not liable or responsible for lost or stolen cell phones or other devices. We will not investigate such theft, therefore students are strongly advised to store their devices in their lockers, in their bags, or at home.*

*\*\*The MPS administration reserves the right to adjust these consequences on a case-by-case basis if needed. For example, extreme behaviors that break the law or engage in cyber bullying or harassment of other students may result in suspension and/phone privilege revocation.*

## Student Lockers

Middle schools and high schools assign lockers to each student to store their school supplies and personal belongings. It is important for parents/caregivers and students to understand that lockers remain the property of the MaldenPublic Schools while students are using them. School staff have the right to search lockers and any personal items inside the locker (such as coat pockets).

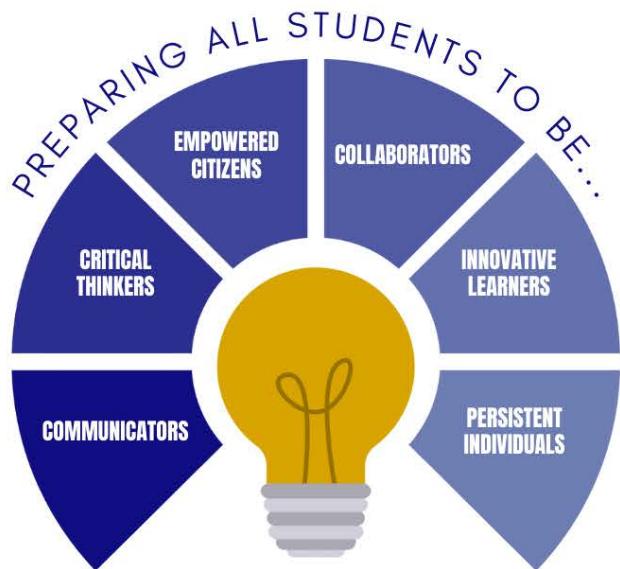
School staff inspect all lockers at least once a year for general clean-up. They also inspect lockers when they suspect a safety or security problem. Any illegal, prohibited, or potentially dangerous items, or evidence of a crime found during a locker search will be given to the appropriate authorities.

Each school has different locker procedures on how they assign lockers to students.

# VISION OF A GRADUATE

## Malden Public Schools educate

an inclusive and equitable community of diverse learners whom we are preparing to be Communicators, Collaborators, Critical Thinkers, Innovative Learners, Empowered Citizens, and Persistent Individuals. As such, MPS instructional practices present authentic and relevant experiences that are intellectually engaging, student-centered, inquiry-based, cognitively complex, process-oriented, and encourage productive struggle. Furthermore, these instructional practices encourage students to pursue their interests, leverage their strengths, and explore unfamiliar concepts that prepare students for life in our ever-changing modern world.



### COMMUNICATORS WHO...

- Listen actively
- Speak and write with clarity
- Know their audience, understand their purpose, and choose precise language
- Use media thoughtfully/purposefully
- Engage in productive discussions



### COLLABORATORS WHO...

- Actively contribute (and compromise) to reach a common goal
- Take responsibility for themselves and their team
- Give and receive feedback and revise accordingly
- Encourage and support each other
- Value diverse strengths



### Critical THINKERS WHO...

- Ask questions
- Make connections between ideas
- Apply logic and reasoning
- Evaluate and analyze information
- Read insightfully
- Make decisions and arguments based on evidence
- Reflect on and critique ideas



### INNOVATIVE LEARNERS WHO...

- Build on knowledge and apply to new situations
- Are curious and seek new knowledge and challenges
- Create to solve challenges
- Make mistakes and persevere



### EMPOWERED CITIZENS WHO...

- Are aware and knowledgeable of other cultures
- Are aware of and work to reduce implicit and explicit bias
- Take initiative to make change
- Are tolerant of others
- Show empathy
- Understand media



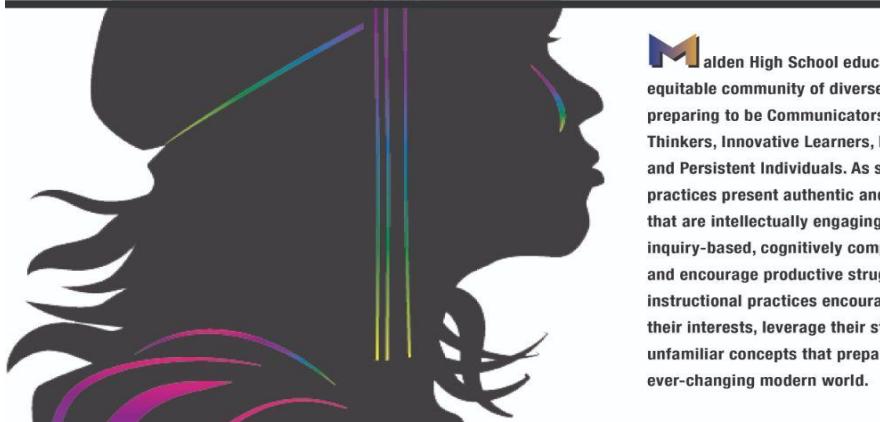
### PERSISTENT INDIVIDUALS WHO...

- Seek feedback to grow from it
- Apply effort to continuously improve
- Work persistently to reach goals
- Embrace challenge with confidence
- Utilize time management
- Are open to risk taking
- Seek independence

# MALDEN HIGH SCHOOL

# VISION

## OF A GRADUATE



### COMMUNICATORS WHO...



- Listen actively
- Speak and write with clarity
- Know their audience, understand their purpose, and choose precise language
- Use media thoughtfully/purposefully
- Engage in productive discussion

### Critical Thinkers WHO...



- Ask questions
- Make connections between ideas
- Apply logic and reasoning
- Evaluate and analyze information
- Read insightfully
- Make decisions and arguments based on evidence
- Reflect on and critique ideas

### EMPOWERED CITIZENS WHO...



- Are aware and knowledgeable of other cultures
- Are aware of and work to reduce implicit and explicit bias
- Take initiative to make change
- Are tolerant of others
- Show empathy
- Understand media

**M**

alden High School educates an inclusive and equitable community of diverse learners whom we are preparing to be Communicators, Collaborators, Critical Thinkers, Innovative Learners, Empowered Citizens, and Persistent Individuals. As such, MHS instructional practices present authentic and relevant experiences that are intellectually engaging, student-centered, inquiry-based, cognitively complex, process-oriented, and encourage productive struggle. Furthermore, these instructional practices encourage students to pursue their interests, leverage their strengths, and explore unfamiliar concepts that prepare students for life in our ever-changing modern world.

### COLLABORATORS WHO...



- Actively contribute [and compromise] to reach a common goal
- Take responsibility for themselves and their team
- Give and receive feedback and revise accordingly
- Encourage and support each other
- Value diverse strengths

### INNOVATIVE LEARNERS WHO...



- Build on knowledge and apply to new situations
- Are curious and seek new knowledge and challenges
- Create to solve challenges
- Make mistakes and persevere

### PERSISTENT INDIVIDUALS WHO...



- Seek feedback to grow from it
- Apply effort to continuously improve
- Work persistently to reach goals
- Embrace challenge with confidence
- Utilize time management
- Are open to risk taking
- Seek independence



## GENERAL INFORMATION



# MALDEN PUBLIC SCHOOLS

## 2022-23 SCHOOL CALENDAR

FIRST DAY OF SCHOOL (Preschool/Grades 1-12): August 31

FIRST DAY OF SCHOOL for K: September 9

LAST DAY OF SCHOOL W/O SNOW DAYS: June 14

Structured Academic Time on Learning: MHS: Minimum of 990 Hours (Seniors 912 Hours) K-8: Minimum of 900 Hours PK: Minimum of 425 Hours

AUGUST 2022 (1 day)						
Su	Mo	Tu	We	Th	Fr	Sa
29	30		31*			

8/29: First Day for All Staff - No School for Students

8/30: Prof Dev Day-All Grds - No School for Students

 8/31\* First Day of School for  
Grades Preschool, Grades 1-12

SEPTEMBER 2022 (19 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

9/1, 9/7, 9/8: Kindergarten Orientation/Screening

9/2: No School

9/5: No School - Labor Day

9/6: Prof Dev Day-All Grds - No School for Students

9/7: Classes Restart

9/9: First Day of School for Kindergarten

OCTOBER 2022 (20 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					6	7
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/7: 11:00am PD Early Dismissal PreK-12

10/10: No School - Indigenous Peoples' Day

NOVEMBER 2022 (18 days)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/8: Prof Dev Day-All Grds - No School for Students

11/11: No School - Veterans Day

11/23: 11:00am Dismissal

11/24-25: No School - Thanksgiving Break

DECEMBER 2022 (17 days)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/23: 11:00am Dismissal

12/26-1/2: No School - Winter Break

JANUARY 2023 (20 days)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2: No School - Winter Break

1/3: Classes Restart

1/16: No School - Martin Luther King, Jr. Day

1/20: 11:00am PD Early Dismissal PreK-12

FEBRUARY 2023 (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/10: 11:00am PD Early Dismissal PreK-12

2/20-24: No School - February Break

MARCH 2023 (23 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/10: 11:00am PD Early Dismissal PreK-12

APRIL 2023 (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/7: 11:00am Dismissal

4/17-21: No School - Spring Break

Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit [Maldens.org](http://Maldens.org) calendar for current information.

MAY 2023 (22 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/5: 11:00 am PD Early Dismissal PreK-12

5/25: MHS Seniors Last Day of School

5/29: No School - Memorial Day

Last revised on April 2, 2022

JUNE 2023 (10 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	

6/4: Malden High School Graduation

6/14: Last day w/o snow days (180 Days)

11:00am Dismissal

6/19: No School - Juneteenth

6/22: Tentative last day of school w/ 5 snow days (185 Days)



# REPORT CARD SCHEDULE

## 2022-2023 Report Card Schedule

### Quarters Grades PK–8

	Term 1	Term 2	Term 3	Term 4
Term Dates	Aug. 31-Nov. 4, 2022 44 Days	Nov. 7, 2022–Jan. 23, 2023 45 Days	Jan. 24 - April 4, 2023 46 Days	April 5 - June 13, 2023 44 Days
Progress Reports Grading Window	October 3 - 11, 2022	December 12- 20, 2022	March 1 - 9, 2023	May 9 – May 16, 2023
Distribute Progress Reports	October 12, 2022	December 21, 2022	March 10, 2023	May 17, 2023
Report Card Grading Window	November 7-16, 2022	January 24–Feb. 1, 2023	April 5 - 12, 2023	June 1 - 8, 2023
Distribute Report Cards	November 17, 2022	Feb. 2, 2023	April 13, 2023	June 13, 2023*
PRE-K - ELC	Report cards sent home: Jan 23, 2023 Parent Conference: Jan 30- February 3, 2023		Report Card sent home: June 9, 2023	

Notes: \*Dates might change due to snow days.

### Quarters Grades 9–12

	Term 1	Term 2	Term 3	Term 4 Grade 9-11	Term 4 Grade 12
Term Dates	Aug. 31 - Nov. 4, 2022 44 Days	Nov. 7, 2022 - Jan. 23, 2023 45 Days	Jan. 24 - April 4, 2023 46 Days	April 5 - June 13, 2023 44 Days	April 5 - May 25, 2023 31 Days
Progress Reports Grading Window	October 3-11, 2022	December 12-15, 2022	March 1 - 9, 2023	May 9 - 16, 2023	May 2 - 9, 2023
Distribute Progress Reports	October 12, 2022	December 21, 2022	March 10, 2023	May 17, 2023	May 10, 2023
Report Card Grading Window	November 7-16, 2022	January 24-Feb. 1, 2023	April 5 - 12, 2023	June 1 - 8, 2023	May 15 - 22, 2023
Distribute Report Cards	November 17, 2022	February 2, 2023	April 13, 2023	June 13, 2023	May 25, 2023

Notes: \*Dates might change due to snow days.



## Parent/Caregivers Conferences

SY 2022-2023  
Open House - Teacher conferences

Schools	Activity	Date / Time	Alternative	Date/ Time
Beebe	<b>Open House</b>	09/13/2022 6:00p-7:30	<b>Open House</b>	09/12/2022 6:00-7:30
	<b>Teacher Conference</b>	11/22/2022 5:30-7:00	<b>Teacher Conference</b>	11/29/2022 5:30-7:00
	<b>Teacher Conference</b>	02/08/2022 5:30-7:00	<b>Teacher Conference</b>	02/14/2022 5:30-7:00
ELC	<b>Open House</b>	09/14/22 4:00-5:30 PM	<b>Open House</b>	9/21/2022 4:00- 5:30
	<b>Parent/ Teacher Conference</b>	Feb 6- 10, 2023 2:15-6:00pm Teachers pick 2- 90 minute slots	<b>N/A</b>	
Ferryway	<b>Open House</b>	09/14/2022 5:30-7:00	<b>Open House</b>	09/15/2022 5:30-7:00
	<b>1st Quarter Teacher Conferences</b>	12/08/2022 6:00-7:30	<b>Teacher Conferences</b>	12/07/2022 6:00-7:30
	<b>2nd Quarter Teacher Conferences</b>	02/02/2022 5:00-6:30	<b>2nd Quarter Teacher Conferences</b>	02/01/2022 5:00-6:30
Forestdale	<b>Back to School Night</b>	9/15/2022 5:00-7:30	<b>Back to School</b>	9/19/2022 5:00-7:30
	<b>Teacher Conferences</b>	12/02/2022	<b>Teacher Conferences</b>	12/06/2022
	<b>Teacher Conference</b>	02/09/2023 5:00-7:30	<b>Teacher Conferences</b>	02/16/2023 5:00-7:30
Linden	<b>Open House</b>	9/7/2022 5:00-7:30	<b>Back to School Night</b>	9/8/2022 5:00-7:30
	<b>1st Quarter Teacher Conferences</b>	11/22/2022 5:30-7:00	<b>Teacher Conference</b>	11/30/22 5:30-7:00
	<b>2nd Quarter Teacher Conferences</b>	2/7/2022 5:30-7:00	<b>2nd Quarter Teacher Conferences</b>	2/15/2022 5:30-7:00



<b>MHS</b>	<b>Back to School Night</b>	9/29/2022 6:00–7:30	<b>Back to School Night</b>	10/6/2022 6:00–7:30
	<b>Conferences</b>	12/1/2022 6:00–7:30	<b>Conferences</b>	12/8/2022 6:00–7:30
<b>Salemwood</b>	<b>Back to School Night</b>	9/14/2022 6:00–7:30	<b>Back to School Night</b>	9/21/2022 6:00–7:30
	<b>Quarter 1 Conference</b>	11/29/2022 6:00–7:30	<b>Quarter 1 Conference</b>	11/30/2022 6:00–7:30
	<b>Quarter 3 Conference</b>	3/15/2023 6:00–7:30	<b>Quarter 3 Conference</b>	3/14/2023 6:00–7:30



## Malden Public Schools Elementary Grading System: K-8

Grade	Individual Performance for Overall Grade	Letter Grade	Numeric Grades
K-1	<p><b>S=Secure</b> The skill has become second nature, with the student demonstrating independence and making connections consistently</p> <p><b>P=Progressing</b> The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.</p> <p><b>H=Having Difficulty</b> The student is exploring new concepts and continues to experiment, but on an introductory level only.</p>	N/A	N/A
Grade 2	<p><b>S=Secure</b> The skill has become second nature, with the student demonstrating independence and making connections consistently</p> <p><b>P=Progressing</b> The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.</p> <p><b>H=Having Difficulty</b> The student is exploring new concepts and continues to experiment, but on an introductory level only.</p> <p>Indicators for Performance on Subcategories of Subjects and Programs</p> <p>6=Evidence of exceptional effort so making progress 5=Evidence of consistent effort so making progress 4=Evidence of inconsistent effort through making progress 3=Evidence of effort but making little progress 2=Evidence of minimal effort so making little progress 1=No evidence of effort so making no visible progress</p>	N/A	N/A
Grades 3-4	<p><b>S=Secure</b> The skill has become second nature, with the student demonstrating independence and making connections consistently</p> <p><b>P=Progressing</b> The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.</p> <p><b>H=Having Difficulty</b> The student is exploring new concepts and continues to experiment, but on an introductory level only.</p> <p>Indicators for Performance on Subcategories of Subjects and Programs</p>	<b>Final</b> A B C D F	<b>Grades</b> 90-100 80-89 70-79 60-69 0-59



	<p>6=Evidence of exceptional effort so making progress 5=Evidence of consistent effort so making progress 4=Evidence of inconsistent effort through making progress 3=Evidence of effort but making little progress 2=Evidence of minimal effort so making little progress 1=No evidence of effort so making no visible progress</p>		
<b>Grades 5-12</b>	N/A	N/A	A      90-100
			B      80-89
			C      70-79
			D      60-69
			F      0-59



## MBTA Student “Charlie Card”

The MBTA provides students 12 years of age with Charlie Cards (allowing students a discount) at the beginning of the school year. Students can get cards in the schools’ Main Office. Students put their own money on the cards.

## Pick-up/Drop-off Procedures

First drop off can be done once entering school grounds, please have students exit the right side of your vehicle closest to the sidewalk. Do not wait until your student enters school.

Please drop off student and move your vehicle without blocking other cars

During pick up please do not double park, block the pickup area, or leave your vehicle unattended. Please contact your student before pick up to make sure your student is going to be waiting for you at the pick up area. Please ask your student to enter the vehicle on the right side of the vehicle.

Please refrain from parking in or blocking the handicapped parking spots. Those spots are for those that have handicapped placards or license plates. They must be respected.

Please do not park or block any access points that need to be open for emergency vehicles, Fire Trucks, Ambulances, and Police need to be able to respond to emergencies in a timely manner.

Please do not block other cars in, or leave vehicles unattended blocking others in.

Please do not leave cars idling on school property.

Please remain patient during drop off and pick up, we have a lot of vehicles accessing a small area.

Please do not use your horn around the school, we have many students that are sensitive to loud noise and it’s not polite.

## Student ID Policy

All MHS students are issued an ID. IDs are required to purchase a school lunch. Replacements are \$5.00.

## Non-Discrimination and Complaint Policies

### Non-Discrimination Policy

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

It will be a violation of this policy for any student, district employee or third party based on a student’s, employee’s or third party’s actual or perceived protected class status to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to



(3) discriminate against a student, District employee or third party.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school environment, taking into consideration the totality of the circumstances on and off campus. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Malden Public Schools takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints that are known or reasonably should be known by the Malden Public Schools. Where it is determined that conduct that violates the law and this policy has occurred, the Malden 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.

### **Complaint/Grievance Procedures: Reporting Complaints of Discrimination and Harassment**

If any Malden Public Schools student, parent/caregivers, visitor or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above or who has witnessed or learns about the harassment or discrimination of another person in the school environment has a right to file a complaint with the Malden Public Schools. This may be done informally or formally.



Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Delays between the date of the alleged incident and the reporting date may make investigations more difficult. Individuals aware of harassment or discrimination involving any employee or if a Principal is the person alleged to be engaged in the discrimination/harassment shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Malden Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Malden Public Schools' authority to discipline or take remedial action for conduct which the Malden Public Schools deems unacceptable.

#### District Contact

District Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity and Age is: Assistant Superintendent of Special Services

# CODE OF CONDUCT INFORMATION

The Malden Public Schools in collaboration with parents/caregivers, community members, school personnel and legal advisors has developed the district's Code of Conduct approved by School Committee on [REDACTED]

The Code of Conduct is a legal and binding document that provides students, caregivers, staff, the guidelines by which all disciplinary issues must be addressed and the steps that must be taken in accordance with the law.

We are a district that is committed to resolve issues in a proactive manner by creating tiers of de escalation and support for students. We focus on restorative practices to create a safe community. We aimed to find solutions that both elevate students' awareness of self-responsibility and space to grow as members of our community in a less punitive manner. We will try to engage as much as possible and if applicable to hold restorative practice circles, Mediation, Conflict Resolution, Saturday restorative practices.

Exclusion from school must be a last resort, used only after alternatives have been tried. Our goals are to improve schools' climate and reduce student misconduct.

The Malden Public Schools Code of Conduct explains the many rights that are guaranteed by law to students and their parents/caregivers, such as:

- Rights and Responsibilities
- Approaches to Promote Safe and Supportive Schools
- Student Conduct
- Student Due Process Rights
- Discipline for Students with Disabilities

The Code of Conduct Includes:

- Emergency Removal from class, school
- Closure for granting
- Suspensions: Short-term and long-term
- Disciplinary transfers
- Expulsion
- Violations of District Policies
- Hazing
- Bullying / Harassment Policy
- Cell Usage during school hours
- Possession of Tobacco, drugs, weapons, etc.