

Malden Public Schools

STUDENT & FAMILY HANDBOOK

2023-2024 SCHOOL YEAR

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SUPERINTENDENT OF SCHOOLS

Dr. Ligia Noriega-Murphy
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ABOUT OUR SUPERINTENDENT

On July 1, 2021, Dr. Ligia Noriega-Murphy started her role as Superintendent of the Malden Public Schools.

Dr. Noriega-Murphy holds a Doctorate in Leadership in Education from the University of Salamanca, Salamanca, Spain; a Certificate of Advanced Graduate Study from the University of Massachusetts, Boston; two Master degrees (Education and Management) and a Certificate in Diversity from Cambridge College; a Bachelor of Arts in Art History from the University of Massachusetts, Boston; and a Principalship Residency Network Certification from Northeastern University.



Dr. Noriega-Murphy completed the first Boston Public Schools' Principal Fellows program which was designed to grow school leaders, Principals/Headmasters from within. In 1995, Dr. Ligia Noriega-Murphy began work at the Boston Public Schools. Along with being one of the Boston Arts Academy founding faculty members, she also founded Boston Arts Academy's International Program in Spain and Mexico. She served as Assistant Superintendent for Boston Public Schools for 11 years. She is well known for her work in skillfully leading Excel High School and The English High School to high performance levels.

In 2013, Dr. Noriega-Murphy was deployed to transform The English High School into a high performing school. In the 2016 Diplomas Now National Convention in Orlando, FL, The English High School and Dr. Noriega received the School and Headmaster of the Year Awards. In 2015 and 2016, Dr. Noriega-Murphy was invited by the White House to present best practices for the national movement of My Brother's Keeper support systems for students. In 2017 Dr. Noriega-Murphy was inducted to The English High School Hall of Fame.

Dr. Ligia Noriega-Murphy is fluent in several languages and has traveled to more than 36 countries.

LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

I am pleased to present the 2023-2024 Malden Public Schools Student & Family Handbook. In this document, you will find the key elements of our shared educational journey, including our policies, expectations, health guidelines, grading procedures, communication standards, and more.

The handbook also reflects our commitment to the overall success and wellbeing of our students. We are proud of our robust educational framework that respects and values diversity while ensuring equitable opportunities for all students. Our goal is to create a safe, inclusive, and vibrant learning environment that empowers each student to thrive.

In MPS, we aim to ensure each student receives a dynamic educational experience that prepares them for success in college, careers, and life. To achieve this, we place significant emphasis on critical thinking, promoting creativity, enhancing collaboration, and refining communication skills. The handbook outlines the structures we have in place to make this all happen.

We encourage you to read through this document and discuss its contents as a family. Our doors are always open if you have any questions or need clarification. Please do not hesitate to contact us at any time.

Thank you for your support as we embark on another fantastic school year in MPS. We look forward to working together to help every student achieve their full potential!

Sincerely,

Dr. Ligia Noriega-Murphy
Superintendent

PURPOSE OF THE HANDBOOK

To ensure all parents/caregivers /guardians and students are informed of and understand these policies, we *require that all students and their parents/caregivers /guardians 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.

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

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

21st Century Learning Skills - 4 Cs

Critical Thinking | Creativity | Collaboration | Communication

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 & CIVIL EXPECTATIONS

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 2022-2025

i-Ready Reading Targets K-8

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District-Wide K-11 (K-8 FY22 onward)				
% at or above grade level - iReady benchmarks	32%	50%*	52%*	59%
District Wide 9-12 iReady				
% at or above grade level - iReady benchmarks	29%	40%*	52%*	59%
Kindergarten				
% at or above grade level - iReady benchmarks	20%	26%	32%	39%
Grade 1				
% at or above grade level - iReady benchmarks	18%	23%	29%	35%
Grade 2				
% at or above grade level - iReady benchmarks	28%	34%	41%	48%
Grade 3				
% at or above grade level - iReady benchmarks	41%	48%	55%	62%
Grade 4				
% at or above grade level - iReady benchmarks	31%	37%	44%	51%
Grade 5				
% at or above grade level - iReady benchmarks	35%	42%	49%	55%
Grade 6				
% at or above grade level - iReady benchmarks	30%	36%	43%	50%
Grade 7				

% at or above grade level - iReady benchmarks	36%	43%	49%	56%
Grade 8				
% at or above grade level - iReady benchmarks	35%	42%	48%	55%

IXL Reading Targets Grades 9-11

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District-Wide 9-11				
% at or above grade level - IXL benchmarks	23%	26%	30%	34%
Grade 9				
% at or above grade level - IXL benchmarks	27%	33%	39%	46%
Grade 10				
% at or above grade level - IXL benchmarks	26%	32%	38%	45%
Grade 11				
% at or above grade level - IXL benchmarks	15%	20%	26%	32%

MPS Math Three-Year Annual Academic Targets 2022-2025

IXL Math K-12

Academic Targets	2022 Baseline	2023 Target	2024 Target	2025 Target
District IXL Average				
% of Grades K-8 students at or above grade level on IXL	44%	52%*	54%*	56%*
% of Grades 9-12 students at or above grade level on IXL	8%	40%*	42%*	44%*
Math by the end of Kindergarten				
% of Kindergarten students meeting IXL benchmark	72%	79%	85%	91%
Math by the end of Grade 1				
% of 1st graders meeting IXL	73%	79%	85%	90%

benchmark				
Math by the end of Grade 2				
% of 2nd graders meeting IXL benchmark	62%	69%	76%	82%
Math by the end of Grade 3				
% at or above grade level - IXL benchmarks	45%	52%	59%	67%
Math by the end of Grade 4				
% at or above grade level - IXL benchmarks	37%	44%	51%	58%
Math by the end of Grade 5				
% at or above grade level - IXL benchmarks	31%	38%	45%	52%
Math by the end of Grade 6				
% at or above grade level - IXL benchmarks	16%	21%	27%	33%
Math by the end of Grade 7				
% at or above grade level - IXL benchmarks	39%	46%	53%	59%
Math by the end of Grade 8				
% at or above grade level - IXL benchmarks	20%	26%	32%	38%
Math by the end of Grade 9				
% at or above grade level - IXL benchmarks	9%	13%	18%	24%
Math by the end of Grade 10				
% at or above grade level - IXL benchmarks	7%	11%	15%	21%
Math by the end of Grade 11				
% at or above grade level - IXL benchmarks	10%	14%	20%	26%
Math by the end of Grade 12				
% at or above grade level - IXL benchmarks	5%	8%	12%	17%

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 and are listed on page 53.

BLACKBOARD CONNECT Messaging System

As part of our communication system with parents/caregivers, the Malden Public Schools uses the Blackboard Connect System. The Blackboard Connect 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.

Information Changes

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 and Contact Information

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

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.

TITLE I SCHOOL-CAREGIVER-STUDENT COMPACT

The School Parent Compact will be jointly developed with district representatives and family members. The compact outlines how parents, the entire district staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

Malden Public Schools

The school district understands the importance of the school experience to every student and their role as educators and models. Therefore, the district agrees to carry out the following responsibilities to the best of its ability:

- Provide high-quality curriculum and instruction in an affirming and engaging learning environment that enables all students to meet the challenging State academic standards.
- Address the importance of communication between teachers and caregivers on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Frequent reports to caregivers on their child's progress;
- Reasonable access to staff for meetings on student progress;
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(1-2)).
- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that caregivers are vital to the success of children and school.
- Provide a safe, positive, and meaningful learning environment.
- Assure every student has access to quality teachers, curriculum, and learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and caregivers.

Family

The family understands that participation in their student's education will help their achievement and attitude. Therefore, the family will continue to carry out the following responsibilities to the best of their ability:

- Volunteer with the student's class or school when possible according to the district's policy and public health guidance;
- Supporting their child's learning (reading together/homework help/routines);
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time;
- Create a home atmosphere that supports learning and literacy development;
- Send the student to school on time and well-rested on a regular basis;
- Attend school functions (school site council meetings/Title I Nights/Workshops) and caregiver-teacher conferences;
- Encourage their child to show respect for all members of the school community and school property;
- Review all school communications (folders/ClassDojo/website) and respond promptly when necessary.

Student

The student realizes education is important. They are the ones responsible for their own success. Therefore, they agree to carry out the following responsibilities to the best of their ability:

- Get to school on time every day.
- Develop a positive attitude toward school and extend best effort at all times.
- Be responsible for completing classwork/homework on time.
- Be cooperative to both classmates and teachers and ask for help when needed.
- Be respectful to all school members and to school property.

EARLY LEARNING CENTER

257 Mountain Avenue
781.397.7025

Ms. Lawrence
Principal

8:00AM - 2:00PM

EARLY LEARNING



BEEBE SCHOOL

401 Pleasant Street
781.388.0622

Dr. Murphy
Principal

Full-Day K
Grades 1-6
Grades 7-8

8:15AM-2:15PM
8:15AM-2:15PM
8:00AM-2:20PM

GRADES K - 8



FERRYWAY SCHOOL

150 Cross Street
781.388.0659

Principal TBD

Full-Day K
Grades 1-6
Grades 7-8

8:15AM-2:15PM
8:15AM-2:15PM
8:00AM-2:20PM

GRADES K - 8



FORESTDALE SCHOOL

74 Sylvan Street
781.397.7326

Principal TBD

Full-Day K
Grades 1-6
Grades 7-8

8:15AM-2:15PM
8:15AM-2:15PM
8:00AM-2:20PM

GRADES K - 8



LINDEN S.T.E.A.M. ACADEMY

29 Wescott Street
781.397.7329

Mr. Garcia
Principal

Full-Day K
Grades 1-6
Grades 7-8

8:15AM-2:15PM
8:15AM-2:15PM
8:00AM-2:20PM

GRADES K - 8



SALEMWOOD SCHOOL

529 Salem Street
781.388.0647

Ms. Huynh
Principal

Full-Day K
Grades 1-6
Grades 7-8

8:15AM-2:15PM
8:15AM-2:15PM
8:00AM-2:20PM

GRADES K-8



DISTRICT-WIDE 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. Students who have 10 or more consecutive absences may be unenrolled from the Malden Public School. In these instances the school will contact the caregiver to support attendance concerns prior to discharging the students from the district.

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 tenth (10th) 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, districts discharge 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

Families will be notified through an automatic email notification when their child is absent or tardy, as well as when their child is approaching a threshold of excessive absences. These calls will be made mid-morning each day.

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).

MPS ASSESSMENTS OVERVIEW SY 2023-2024

Formative Assessments

Expectations:

- All students in grades K-11 are required to take the i-Ready diagnostic assessments in ELA and IXL diagnostic assessment in Math three times each year
- All students in Grades K-8 are expected to take the DIBELS Benchmark Assessments in ELA three times per year; Science Interims are optional for students in grades 3-10.

Formative Assessments	Grade(s)	Frequency	Assessment Overview
PALS	K1	Winter, Spring Fall (<i>optional - pilot</i>)	For all 4-year-old students in K1. The assessment will pilot in the Fall as each teacher will conduct the assessment on one student. In Winter/Spring, all Pre-K students at the ELC will be assessed on the PALS.
DIBELS	K2-8	Fall, Winter, Spring	The Dibels 8th Edition is a formative screener, not diagnostic, that informs educators where instruction needs to begin. The different assessments screen foundational skills (i.e. letter naming, phoneme segmentation, word reading, fluency) as well as some comprehension through the Oral Reading Fluency (ORF) and Maze components. Each test is timed for one minute and can be conducted in person or remotely. DIBELS 8th is also recommended by the Department of Education as a Dyslexia screener. Kindergarteners are assessed on DIBELS in the Fall during their 'screening' days.
i-Ready	K2-8	Fall, Winter, Spring	i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, assessing phonological awareness, phonics, sight-word frequency, vocabulary, reading literature, and reading informational text. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.
IXL	K-11 Math; 9-12 ELA	Fall, Winter Spring	A standardized assessment that is administered at intervals during the year to measure what a student knows and what concepts teachers must focus on to ensure grade-level performance. The IXL Diagnostic will be administered to students within a defined window. Once complete, teachers alert their building coach or teacher leader, who can print out the results for analysis.
District-Wide Writing Prompts	K-8; 9-12	Fall/Winter, Winter/Spring	The district will conduct a standardized writing prompt 'window' - 3x/year in Grades K-8, and quarterly in Grades 9-12, in which all students across the district will respond to a grade-appropriate and culturally relevant prompt in a specific genre of writing. School-based teams will utilize district- provided rubrics to analyze and come to a consensus over how to grade student work and identify trends in student writing.
Midyear and End of Year Assessments	6-12	Winter, Spring	Content area summative assessments administered halfway through the academic year and at the end of the academic year. Administered using a standardized format on a district wide platform.

Grading Calendar	K-12	Trimesters or Quarters	Detailed calendar of terms and reporting dates
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Summative Assessments

In addition to the formative assessments outlined above, there are a number of summative assessments required across grade levels.

Summative Assessments	Grade	Frequency	Assessment Overview
MCAS	3 - 12	Fall or Spring (Grade Level Dependent - See Overview)	<p>DESE Guidelines for MCAS Participation.</p> <p>Student Participation Participation Requirements for Students in Grades 3–8 and 10 Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.</p> <p>Accessibility, Accommodations, and Participation Requirements for MCAS and ACCESS for ELLs. Students with disabilities and EL students must participate in all MCAS testing scheduled for their grades regardless of the program and services they are receiving, with the exception of EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission), for whom ELA testing is optional; and students taking the MCAS Alternate Assessment (MCAS-Alt) who must take alternate assessments in the grades and subjects required for students in that grade.</p> <p>Annual assessment of grade level content standards for state and federal accountability.</p> <p>Grades 3 - 8: Students in grades 3 - 8 will take the ELA and Math MCAS in spring 2023. Students in grades 5 and 8 will also take the Science MCAS.</p> <p>Grade 9: Students in grade 9 will have the opportunity to take the science and technology/engineering (STE) MCAS in February and Spring 2023. High school students must take and pass the STE MCAS once, and the first opportunity to do so is in 9th grade.</p> <p>Grade 10: Students in grade 10 will take the ELA and Math MCAS in spring 2023. These students will not take STE MCAS. Instead they will meet the state's Science requirement by demonstrating that they earned credit for a course in the relevant subject matter and demonstrated competency in one of the four tested disciplines (biology, chemistry, introductory physics, technology/engineering) during high school.</p> <p>Grade 11: Students in grade 11 who have not yet passed MCAS, are eligible to take the MCAS retest.</p> <p>Grade 12: Students in grade 12 who have not yet earned their CD in ELA, Math and/or Science, will have the opportunity to earn it through the earned credit for a course in the relevant subject</p>

			matter and demonstrated competency in the tested disciplines during high school.
ACCESS for ELLs	K2 - 12	Winter	Measures annual English language proficiency and progress in compliance with federal law.
SAT*	12	Fall	A standardized assessment that assesses mathematics and evidence-based reading/writing. The SAT is used by some colleges and universities to make admissions decisions. If run, the SAT School Day provides districts a way to offer the SAT to students in school, on a weekday, expanding access to more students.
PSAT/NMSQT*	10-11	Fall	A standardized assessment that assesses much of the same content (evidence-based reading/writing and mathematics) that is on the SAT. Results from the test can be used as a predictor of how students may perform on the SAT, and are also used to select students who qualify for the National Merit Scholarship.
AP	10 - 12	Spring	Standardized exams designed to measure how well students have mastered the content and skills of a specific AP course. Most colleges accept AP credit in lieu of courses. Only applicable to students enrolled in AP courses.
NAEP	4, 8 (Random sample)	Winter	Measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Results are released every two years as part of the “Nation’s Report Card.” The sample of participating schools is determined by the federal Department of Education.

SCHOOL VISITATION GUIDELINES

Malden Public Schools has visitation guidelines for all visitors, including parents/caregivers. Below are all the guidelines that all visitors must adhere to in order to ensure the safety of our students and staff. The safety of all students in our buildings is a priority.

Signing-in/out

- Visitors must not have any signs of illness such as colds, running nose, fever, etc.
- 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.

Parking

- 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

- In order to not interfere with the education of students, the Principal has 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 for a maximum of 15 minutes per content area (Literacy, math, science or social studies).
- There are some classrooms where no visitors are allowed due to the students' programmatic needs.
- Requests to visit a classroom must be communicated in writing in advance.
- Classroom visits should be planned in advance with the consent of the Principal. Requests for classroom visits will be approved on a case by case basis.
- A pre-meeting with representatives from the Office of Education will take place to answer questions, provide context and determine if a classroom visit is warranted.
- Approved classroom visits will be scheduled on a day/time that avoids disruption to instruction and assessments.
 - The Principal will give notice to teachers of approved classroom visits.
- During the classroom visit the parent/caregiver will adhere to observation guidelines established by Malden Public Schools, for example no pictures, videos or interacting with students while in the classroom.
 - The goal is to observe teaching and not to engage in conversations with the teacher or students in order to avoid disruption of the class assembly.
- A post-classroom visit debrief will take place giving the parent/caregiver an opportunity to ask questions.

Students' Privacy:

- During the 15 minute classroom visit, visitors cannot record or photograph students.
- Visitors cannot engage in conversations with students or request information from students.

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.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS DESE)

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning.

- [MTSS Blueprint](#): Describes the current MTSS Blueprint model, philosophy, and components.
- [MTSS Mobilization Guide](#): Provides guidance for how a school district might think about engaging in this work and where to start.
- [MTSS Self-Assessment](#): Allows a school district to gauge where its current strengths and gaps are relative to the MTSS model.
- [MTSS Resources](#): Links to a clearinghouse of tools and resources to support MTSS implementation.
- [MPS MTSS Playbook](#): The MTSS Playbook is a Malden-specific roadmap that describes for Malden schools the strategic goals, tools and processes for supporting students presenting academic, social and emotional challenges.

MIDDLE SCHOOL HONORS PATHWAY

We believe that every student must be held to high expectations, all middle school students need to engage in content deeply through problem-based learning, critical and creative thinking, and higher-order questioning. How we differentiate general curriculum from honors classes is in how we add sufficient challenges for students to continue to progress in their learning. All students need access to a curriculum that is challenging, exploratory, integrative, and relevant. What's challenging to one student is not to another. While the qualities of a challenging curriculum can be considered for all students, honors classes include these to a larger degree with more intensity to match the level of challenge needed for a student to stretch, grow, and be in a zone for true learning to occur (zone of proximal development).

General Curriculum	Honors Pathway (H)
<p>MPS general curriculum aligns to the Massachusetts Curriculum Frameworks that provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers.</p> <p>Our general curriculum presents rigorous grade-level expectations in the areas of Math, English Language Arts, Science and Social Studies/History and identifies the knowledge and skills students need in order to be successful in college and in future careers. These standards will help ensure that students have similar academic skills.</p> <p>Students in general curriculum courses have homework on a regular basis, and will be expected to complete various types of assignments including complex writing assignments, project-based assignments, and long-term assignments. Some classroom time is devoted to reviewing concepts and problems encountered in the homework.</p>	<p>The MPS Middle School Honors Pathway Recognition is to recognize students for their academic and civic skills and achievement in one or more of the four separate core content areas: English Language Arts (ELA), Math, Science, and Social Studies/History.</p> <p>Students must complete all of the requirements outlined below to participate.</p> <p>Students in the four core content areas must consistently demonstrate the following:</p> <ol style="list-style-type: none"> 1. Grades in the class as well as honors content: 89-100 2. Differentiated assignments: <ol style="list-style-type: none"> a. Complex multisteps assignments b. More rigorous, honors-level work 3. 10 hours of Community Service within their school community (e.i., reading Buddies, mentorship, assisting with cafeteria cleanup, etc.) <p>Students will begin participation during the second quarter of the year. If successful with Honors content, they will receive a recognition ('Honors') on their middle-school transcript for the courses in which they participated.</p>

FRAMEWORK FOR SUPPORTING STUDENTS PERFORMING ABOVE GRADE LEVEL

Rationale

The Malden Public Schools is committed to an education program that provides opportunities for students to have enriched learning experiences across multiple curricular areas, addressing Massachusetts Curriculum Framework Standards in the core content areas. Enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels. This commitment eliminates the admission process or testing of specific students to determine eligibility, and does not require teacher recommendations, but rather teacher input.



Students who have learning needs that go beyond what is traditionally offered in the regular classroom require differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge;
- Tackle a wider range of authentic and complex academic tasks that require doing real world work;
- Advance through activities at a faster pace.

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment.

Identification

All students have the ability and the potential to excel, and all students have special talents and strengths. The important thing is finding a way to nurture those talents and strengths in such a way that students can develop their potential to the fullest.

In lieu of formal screening assessments to identify students who can participate in enriched activities/assignments/projects; educators can:

- Review course grades
- Utilize valid, reliable, and current data
 - DIBELS
 - iReady
 - IXL
- Review data regularly to ensure that the students offered enrichment opportunities reflect the students in the school system
- Collect a body of evidence.

Outside of formal identification processes, there are some things a classroom teacher can look out for that may gauge if a student could be considered for enrichment. Here are a few indicators:

Exceptional Talent

Students may have the ability to perform a task or skill at a level not usually reached until later years.

High Achievement

Students are usually, but not always, high achievers. They may not get good grades, but they score high on achievement tests. Often, these students simply love to learn and are good at it. They may not be motivated by grades, but they are rather interested in the process of learning.

Unique Disposition

Heightened sensitivity, intrinsic motivation, nonconformity, and total absorption in an activity and thought. Students can also be more aware of the thoughts and feelings of other people.

Imagination and Humor

Students use imagery and infer intuitive theories that are more creative or tangential in their thinking. In the classroom, their interpretations are often unexpected.

Extraordinary Vocabulary

Students often understand and use more words than their peers. Younger students may include abstract and figurative language that appears far ahead of typical development. This may be because they are reading more, as well as more advanced texts. It can also be related to a heightened sensitivity to syntax and an ability to guess at the meaning of new words encountered in context. They acquire language with ease and are more at ease communicating with adults. Students ask a lot of questions, listen intently to the answers, and will talk on topics they are interested in. They remember the answers, work independently, and retain all the words. Sometimes an extensive vocabulary or advanced reading level is an indicator.

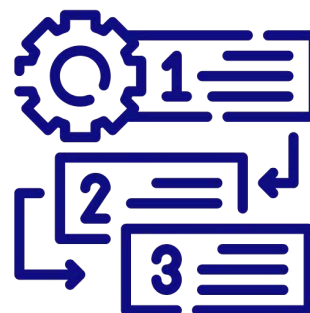
Advanced Interests

Perseveration refers to the obsessive and highly selective focus on things centered around a current area of interest. Students can demonstrate a need to know everything there is to know about a topic. Or similarly, they may be quite passionate about topics and hold strong opinions. You can teach around that. Use this excitement and obsession to teach skills.

Process

Malden administers literacy and math assessments three times a year—fall, winter and spring. After each administration district directors, principals, assistant principals, literacy and math coaches, conduct grade level data review meetings to discuss classroom specific data. At grade-level meetings, teams will identify students who:

- Score one full year above grade level in literacy or math as measured by DIBELS, iReady, and IXL;
- Students who have mastered all the standards and or grade level skills up to and including their current grade level, are eligible for Tier II enrichment options;
- Students eligible for Tier II enrichment will be placed on a Student Action Plan.



The Principal will invite the parents/caregivers of students identified to a meeting to update them on the action plan that their child is going to follow. The Student Action Plan allows caregivers and educators an opportunity to determine which enrichment option best meets the unique needs of the student (see the Tiered System of Support Framework).

Students need to continue scoring one grade level above in all of the standards and or grade level skills up to and including their current grade level in order to remain on the Student Action Plan. The academic growth of the student will be monitored using the fall, winter and spring data from iReady and IXL.

Student Action Plan

The [Student Action Plan](#) is for students who performed one grade level above in all the standards or grade level skills up to and including their current grade level. This is measured by students' literacy and numeracy performance on iReady and IXL.

The Student Action Plan will be developed by the school principal, coaches, and central office content Directors as needed. The school-based Math and ELA coaches will work closely with the teacher/s to differentiate the curriculum for student/s.

Professional Development

Though not required by state statute or code, we recognize the importance of providing teachers ongoing professional learning to address the needs of students performing above grade level and designing curriculum and instruction to meet their needs. Ongoing and sustained professional development for teachers educating students performing above grade level is essential. Professional development should include defined efforts to build teachers' understanding of:

- Equitably identifying students for enrichment
- Supporting students' social and emotional needs
- How to offer content and instruction that is challenging, complex, differentiated, and personalized

Programming For Students Performing Above Grade Level

The term *programming* refers to services that address the interests, strengths, and needs of students performing above grade level. Educators use programming options such as enrichment and varied grouping arrangements to personalize learning and enhance students' performance in academic and social-emotional areas.

The [tiered system of support](#) is a framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

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 when school nurses send the forms to you in the first week of school. 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 studentren 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 studentren 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' 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 on file with the school nurse 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.

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

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.

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.

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, and Request a meeting (any time)

For questions regarding special education please contact the Special Education Team Chair at your child's school . 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.

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.

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 their 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 the required 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 may also 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 Safety Drills throughout the school year: Shelter-In-Place, Lockdown, and Fire Drills. This ensures that all students will know what to do in the event of an actual emergency.

Shelter In Place

If a school has to go into a “Shelter In Place,” it is announced over the intercom so all staff and students know that they have to stay in their current locations without walking around the building, classes continue as usual. A “Shelter In Place” is meant to restrict and control unnecessary movement of staff and students in the building. Shelter In Place is when there is police activity in the area, a medical emergency inside the school, ambulance pickup, power outage or weather event.

Lockdown:

We use “Lockdown” when there is an emergency impacting a school campus that prevents the safe evacuation of a school building and requires steps to shelter students and staff from danger. All staff must lock the doors, pull down the blinds, silent all cell phones, turn off all lights, including computer monitors. Direct students to a designated safe space, any entrance to the room.

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)

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	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 outdoor play



Caution



Danger

Heat Index Chart (in Fahrenheit %)

		Relative Humidity (Percent)										
		40	45	50	55	60	65	70	75	80	85	90
Air Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86
	84	83	84	85	86	88	89	90	92	94	96	98
	90	91	93	95	97	100	103	105	109	113	117	122
	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.

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 studentren 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 studentren 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.

All students receive a free breakfast and lunch.

For the High School, the courtyard is available during the lunch period, during good weather, for relaxation and quiet conversation. Students receive a free lunch, but they can purchase a second lunch. 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.



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

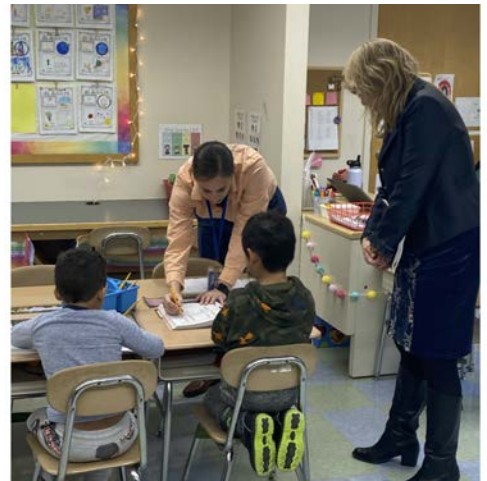
Grade 4: To be promoted to grade 5, students must meet all three of these requirements:

- 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 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, social media, 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 Assistant/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 Assistant/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

Schools assign lockers or cubby spaces 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 Malden Public 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).

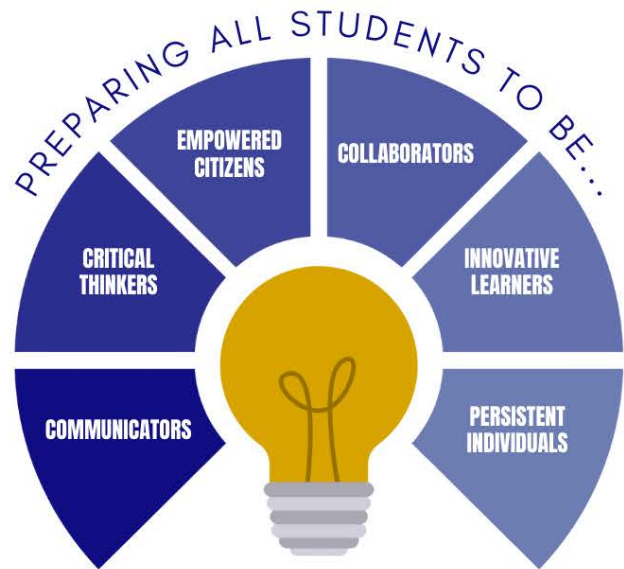
School staff inspect all lockers at least once a year for general clean-up. They also inspect lockers when they suspect a safety or security problem. Any illegal, prohibited, or potentially dangerous items, or evidence of a crime found during a locker search will be given to the appropriate authorities.

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

Malden 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.

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- Speak and write with clarity
- Know their audience, understand their purpose, and choose precise language
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COLLABORATORS WHO...



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CRITICAL THINKERS WHO...



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- Are open to risk taking
- Seek independence



GENERAL INFORMATION

REPORT CARD SCHEDULE: SY 2023-2024

Quarters Grades PK-8

	Term 1	Term 2	Term 3	Term 4
Term Dates	Aug. 30-Nov. 3, 2023 (44 Days)	Nov. 6, 2023-Jan. 23, 2024 (45 Days)	Jan. 24 - April 3, 2024 (46 Days)	April 4 - June 12, 2024 (44 Days)
Progress Reports Grading Window	October 3 - 11, 2023	December 13- 20, 2023	March 1 - 8, 2024	May 9 - May 16, 2024
Distribute Progress Reports	October 12, 2023	December 21, 2023	March 11, 2024	May 17, 2024
Report Card Grading Window	November 6-16, 2023	January 24-Feb. 2, 2024	April 4 - 11, 2024	June 3 - 11, 2024
Distribute Report Cards	November 17, 2023	Feb. 5, 2024	April 12, 2024	June 12, 2024*
PRE-K - ELC	Report cards sent home: Feb. 8-9, 2023 Parent Conference: Feb. 12-16, 2023		Report Card sent home: June 11-12, 2024	

Notes: *Dates might change due to snow days.

Quarters Grades 9-12

	Term 1	Term 2	Term 3	Term 4 Grade 11	Term 4 Grade 12
Term Dates	Aug. 30-Nov. 3, 2023 44 Days	Nov. 6, 2023-Jan. 23, 2024 45 Days	Jan. 24 - April 3, 2024 46 Days	April 4 - June 12, 2024 44 Days	April 4 - May 24, 2024 33 Days
Progress Reports Grading Window	October 3 - 11, 2023	December 13- 20, 2023	March 1 - 8, 2024	May 9 - May 16, 2024	May 2 - 9, 2024
Distribute Progress Reports	October 12, 2023	December 21, 2023	March 11, 2024	May 17, 2024	May 10, 2024
Report Card Grading Window	November 6-16, 2023	January 24-Feb. 2, 2024	April 4 - 11, 2024	June 3 - 11, 2024	May 13 - 20, 2024*
Distribute Report Cards	November 17, 2023	Feb. 5, 2024	April 12, 2024	June 12, 2024*	May 24, 2024

Notes: *Dates might change due to snow days.



Open House & Caregivers/Teacher Conferences

2023-2024 School Year

ACTIVITY	2023-2024	2023-2024 BACKUP DATES
BEEBE		
Open House	09/13/23 6:00-7:30 pm	09/14/23 6:00-7:30 pm
Caregivers / Teacher Conferences	11/29/23 5:30-7:00 pm	11/30/23 5:30-7:00 pm
Caregivers / Teacher Conferences	03/13/23 4:00-5:30 pm	03/14/23 4:00-5:30 pm
ELC		
Open House	08/30/2023 4:00-5:30 pm	
Caregivers / Teacher Conferences	02/12/2024- 02/15/2025 2:30-5:30 pm	02/16/2024 2:30-5:30 pm
FERRYWAY		
Open House	09/14/2023 5:30-7:00 pm	09/21/2023 5:30-7:00 pm
Caregivers / Teacher Conferences	11/28/2023 4:30-6:00 pm	12/06/2023 4:30-6:00 pm
Caregivers / Teacher Conferences	02/01/2024 4:00-5:30 pm	02/08/2024 4:00-5:30 pm
FORESTDALE		
Open House	09/12/2023 5:30-7:00 pm	09/14/2023 5:30-7:00 pm
Caregivers / Teacher Conferences	12/05/2023 4:30-6:00 pm	12/07/2023 4:30-6:00 pm
Caregivers / Teacher Conferences	02/13/2024 4:00-5:30 pm	02/15/2024 4:00-5:30 pm

ACTIVITY	2023-2024	2023-2024 BACKUP DATES
LINDEN		
Open House	09/13/2023 6:00-7:30 pm	09/14/2023 6:00-7:30 pm
Caregivers / Teacher Conferences	11/21/2023 4:30-6:00 pm	11/20/2023 4:30-6:00 pm
Caregivers / Teacher Conferences	03/20/2024 4:00-5:30 pm	03/21/2024 4:00-5:30 pm
MHS		
Open House	09/28/2023 6:00 - 7:30 pm	10/5/23 6:00 - 7:30 pm
Caregivers / Teacher Conferences	11/30/2023 4:30-6:00 pm	12/14/2023 4:30-6:00 pm
Caregivers / Teacher Conferences	02/15/2024 4:00-5:30 pm	02/29/2024 4:00-5:30 pm
SALEMWOOD		
Open House	09/20/2023 6:00-7:30 pm	09/27/2023 6:00-7:30 pm
Caregivers / Teacher Conferences	11/28/2023 6:00-7:30 pm	11/29/2023 6:00-7:30 pm
Caregivers / Teacher Conferences	03/12/2024 4:00-5:30 pm	03/14/2024 4:00-5:30 pm

MPS Elementary Grading System: K-8

MPS K-4 Grading System		
Grade Band	Individual Performance for Overall Grade	Rating
K-4	<p>ES = Exceeds Standard The student exceeds the standards by independently applying and utilizing concepts and skills.</p> <p>MS = Meets Standard The student is able to complete this task or exhibit this behavior independently or with limited teacher support.</p> <p>PS = Progressing (or approaching) Standard The student is able to perform this task or exhibit this behavior consistently with teacher support and may at times show signs of independence.</p> <p>NM = Does not meet standard (needs improvement) The student needs significant teacher support in order to attempt to do this task or exhibit this behavior.</p> <p>NA = Not addressed this quarter The standard was not addressed during instruction this quarter.</p>	<p>ES = Exceeds Standard</p> <p>MS = Meets Standards</p> <p>PS = Progressing (or approaching) Standard</p> <p>NM = Does not meet standard (needs improvement)</p> <p>NA = Not addressed this quarter</p>

MPS 5-8 Grading System		
Grade Band	Letter Grade	Numeric Grades
Grades 5-8	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 studentren 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. The Assistant Superintendent of Student Service is located at 110 Pleasant Street, Malden, Ma and can be reached at 781-397-7245

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 the School Committee in 2022.

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 (See Something / Say Something Reporting Flyer on page...
- Cell Usage during school hours
- Possession of Tobacco, drugs, weapons, etc.

PARENTAL / LEGAL GUARDIAN AUTHORIZATION FOR DAY FIELD TRIPS

Instructions: Please read carefully all directions and complete the forms and sign them.

Malden Public School Staff:

- ☐ Use one form per trip.
- ☐ Complete the School Portion of form.
- ☐ Duplicate one form per student.
- ☐ Send a copy home for parent and student signatures.
- ☐ During the field trip, the signed, original form must be carried by the lead chaperone and two to three other chaperones and a photocopy must be left on file in the school office.

Students:

- ☐ Complete the "Student Agreement" section.

Parent / legal guardian, if student is under 18 years of age; or student, if at least 18 years old:

- ☐ Complete the Authorization & Acknowledgement of Risks section.
- ☐ Complete the "Medical Authorization" section.
- ☐ Sign all forms

☐ To be completed by the school:

PARENTAL AUTHORIZATION FOR DAY FIELD TRIPS

School Name:	Student Name:
Date(s) of Trip:	Destination:
Purpose(s):	
List of Activities:	

Supervision: (Check one)

____ Students will be directly supervised by adult chaperones on this trip at all times.

____ Students will be directly supervised by adult chaperones on this trip with the following exceptions:

Mode of Transportation: (Check all that apply.)

☐ Walking ☐ School bus ☐ MBTA ☐ Other _____

Students will leave from: _____ **at** _____.
(where) (time)

Students will return to: _____ **at about** _____.
(where) (time)

Chaperone(s) in Charge: _____

Chaperone/Student Ratio: _____ (Preferred 10:1 for all grades or in accordance with venue guidelines)

☐ **To be completed by students:** **STUDENT AGREEMENT**

While participating in this field trip, I understand I will be a representative of Malden Public School and my community. I understand that appropriate standards must be observed, and I will accept responsibility for maintaining good conduct and abide by school based rules and the Malden Public Schools' Code of Conduct.

Student Signature

Date

☐ **To be completed by the parent/guardian or student (if 18, or over):**

PARENT/GUARDIAN AUTHORIZATION AND ACKNOWLEDGEMENT OF RISKS FOR MPS DAY TRIPS

I understand that me/my child's participation in this field trip is voluntary and may expose me/my child to some risk(s). I have read and understand the description of the field trip (on the front page of this form) and authorize myself/my child to participate in the planned components of the field trip. And in consideration of the Student being permitted to participate in the activity set forth above, I, on behalf of myself, my heirs, my agents, my representatives, and on behalf of the Student do forever RELEASE, acquit, discharge, and covenant to hold harmless, The City of Malden, the Malden School Committee, and their employees, servants and agents, from any growing out of, directly or indirectly, all known or unknown personal injuries or property damages or death, which I may now or hereafter have as the parent/guardian/ legal representative of the Student, as well as any actions, rights of action, causes of action, charges, and/or claims which the Student now has or may later acquire, either before or after the Student reaches the age of majority, resulting from, relating to, or in any way connected to, the Student's participation in the extracurricular activity set forth above.

MEDICAL AUTHORIZATION

I certify that I am/my child is in good physical and behavioral health and I have/my child has no special medical or physical conditions which would impede participation in this field trip. I agree to disclose to MPS any medications (including over-the-counter/herbal) and/or prescriptions which I/my child shall or should take at any time during the duration of the field trip. In the event of serious illness or injury to my child/ward, I expressly consent by my signature to the administration of emergency medical care, if in the opinion of attending medical personnel, such action is advisable.

Further, I authorize the chaperones listed to act on my behalf as parent/guardian of my child/ward while participating in the above described trip including the admittance to and release from a medical facility.

____ **NO:** My child **DOES NOT** require medication during this trip.

____ **YES:** My child **DOES** require medication during this authorized trip.

If you checked yes, please describe in the space below the type of medication and the required administration of this medication. If medication is taken on an as-needed basis, specify the symptoms or conditions when medication is to be taken and the time at which it may be given again. If necessary, attach an additional page.

SIGNATURES

If the applicant is at least 18 years of age, the following statement must be read and signed by the student:

I certify that I am at least 18 years of age, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions.

Student Signature

Date

If the applicant is under 18 years of age, the following statement must be read and signed by the student's parent or legal guardian:

I certify that I am the parent and legal guardian of the applicant, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

I give permission for: _____ (student) to participate in all aspects of this trip.

Parent/Guardian Signature/s

Date

The student, if at least 18 years of age, or the parent/legal guardian must complete the information below:

Print parent/guardian/s first and last name(s): _____

Address: _____

Telephone: (CELL, HOME, WORK) _____

Emergency Contact's First and Last Name (other than parent/guardians): _____

Relationship to Student: _____

Emergency Contacts Telephone #s: Cell #1: _____ Cell #2: _____

Name, Signature and Dates
Approving participation in Field Trip

SEE SOMETHING, SAY SOMETHING

How to Report Bullying, Bias,
Discrimination, Harassment, or
Sexual Abuse/Assault

Malden Public Schools is committed to providing safe learning environments for all students. Whether you have experienced, been a witness to, or have information about a bullying or harassment incident, or any situation involving conduct you feel may have been motivated by bias or discrimination, report the incident by contacting a school administrator using the link below.

Staff members and administrators will work to investigate and prevent further issues of discrimination, harassment or violence. For any incidents where additional support is needed, school social workers and guidance counselors are available at each school.

SAY SOMETHING

Anonymously report an incident by scanning the code below or visiting:
www.sandyhookpromise.org/say-something-tips/



DEFINITION OF TERMS



AGGRESSOR: A student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student. Aggressors can be students or staff members.



BULLYING: The repeated use by one or more aggressors of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target.



TARGET: A student against whom bullying, cyberbullying, or retaliation is directed.

#HATE

#BULLY

CYBERBULLYING: Bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. This includes, but is not limited to, email, instant messages, text messages, and Internet postings.



HOSTILE ENVIRONMENT: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.



STAFF MEMBER: Those individuals working within the school, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, or paraprofessionals.



RETALIATION: Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.



HARASSMENT: when the speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student's ability to get an education, significantly harms their well-being, substantially interferes with their rights, or intimidates the student because of their identity.