



STUDENTS, FAMILIES & CAREGIVERS HANDBOOK

2024-2025 SCHOOL YEAR



SCHOOL COMMITTEE MEMBERS

Mayor Gary Christenson, Chairperson
781-397-7000

Michael Drummey, Ward 1
781-974-2347

Robert McCarthy, Ward 2
781-526-8274

Jennifer Spadafora, Vice Chair, Ward 3
781-605-5146

Dawn Macklin, Ward 4
914-490-9202

Elizabeth Hortie, Ward 5
781-656-5144

Joseph Gray, Ward 6
781-248-7354

Keith Bernard, Ward 7
617-605-4341

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

SUPERINTENDENT OF SCHOOL

Dr. Ligia Noriega-Murphy
781-397-6100 Ext 2201

Nondiscrimination and Equal Opportunity

In compliance with federal and state law, it is the policy of the Malden Public Schools not to discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in its educational programs, activities or employment policies.

Every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

Inquiries regarding the compliance with these policies may be made directly to the principals of each school, the superintendent's office, or the US Department of Education, Office of Civil Rights, 617-289-0111, www.ed.gov/ocr.

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ABOUT OUR SUPERINTENDENT

Dr. Ligia Noriega-Murphy has been an educational leader with a strong standing career of turning schools and a district around, always keeping students at the center of her work.



Dr. Noriega-Murphy holds a Bachelor of Arts in Art History from the University of Massachusetts, Boston; two Master degrees (Education and Management) and a Certificate in Diversity from Cambridge College; a Certificate of Advanced Graduate Study from the University of Massachusetts, Boston, a Principalship Residency Network Certification from Northeastern University, and a Doctorate in Leadership in Education from the University of Salamanca, Salamanca, Spain. 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. 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-Murphy received the School and Headmaster of the Year Awards. In 2015 and 2016, Ligia 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. Noriega-Murphy is fluent in several languages and has traveled to more than 36 countries. On July 1, 2021, Dr. Noriega-Murphy started her role as Superintendent of the Malden Public Schools where she built strong relationships with students, caregivers and community members. She positioned the Malden Public Schools into pathways of current and future success.

LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

Serving as the Superintendent of the Malden Public Schools has been an honor. We are very proud of all the work that we have done from Academic rigor, developing emotional supports, focus on literacy, numeracy, linguistics and cultural diversity as well as creating structures, processes and systems to support students, caregivers, and staff. The school district is posed with a solid foundation to continue with the striving for excellence in many years ahead.



For the third consecutive year, I am pleased to present the Malden Public Schools Handbook for the 2024-2025 school year. This document outlines the courses and programs we offer, along with the policies and procedures that guide our practices throughout our schools.

In MPS, we strive to provide every student with an engaging and challenging educational experience that prepares them for success in college, career, and life. To that end, our curriculum emphasizes critical thinking, creativity, collaboration, and communication. Our courses are aligned with Massachusetts and national standards, and our highly qualified and dedicated teachers help each student reach their full potential.

The Program of Studies reflects our commitment to providing a diverse range of courses as well as programs that meet the needs and interests of all students. We offer numerous electives in the arts, technology, world languages, career and technical education, and more. Students can also earn college credit, participate in real-world learning experiences, and engage in extracurricular activities that enhance their learning and development.

In addition to our academic programs, the Program of Studies outlines our policies and procedures related to grading, promotion, and graduation. It also includes information about our support services for students. We encourage you to review this document carefully and consult with your school counselor or principal if you have any questions or concerns.

I am thankful to the Malden Public Schools community for your continued support to our students, caregivers, and staff.

I know that all school leaders, staff, and central office staff are going to make sure that every student achieves their full potential.

I wish you a fantastic 2024-2025 school year!

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/Caregiver 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 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

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 benchmark	73%	79%	85%	90%
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..

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 other parent, caregiver, or adult is not allowed 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' Involvement

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's Involvement

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's Involvement

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.

<p>EARLY LEARNING CENTER</p> <p>257 Mountain Avenue 781.397.7025</p> <p>Ms. Lawrence Principal</p> <p>EARLY LEARNING</p>	<p>BEEBE SCHOOL</p> <p>401 Pleasant Street 781.388.0622</p> <p>Dr. Murphy Principal</p> <p>GRADES K - 8</p>	<p>FERRYWAY SCHOOL</p> <p>150 Cross Street 781.388.0659</p> <p>Dr. Stahl Principal</p> <p>GRADES K - 8</p>
		
<p>FORESTDALE SCHOOL</p> <p>74 Sylvan Street 781.397.7326</p> <p>Mr. Weldai Principal</p> <p>GRADES K - 8</p>	<p>LINDEN S.T.E.A.M. ACADEMY</p> <p>29 Wescott Street 781.397.7329</p> <p>Mr. Garcia Principal</p> <p>GRADES K - 8</p>	<p>SALEMWOOD SCHOOL</p> <p>529 Salem Street 781.388.0647</p> <p>Ms. Huynh Principal</p> <p>GRADES K-8</p>
		

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.

Supervisor of Attendance has regular meetings with attendance school teams to support students and caregivers to ensure that students are attending school.

Truancy

Under Massachusetts General Laws Per G.L. c. 119, § 21, a Child Requiring Assistance (CRA) is a 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.

Child Requiring Assistance (CRA)

A Child 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 present in school for 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 students 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 Principal. *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.
- *If a student is sick and cannot attend school, the caregiver must notify the school and consult with the Principal or school nurse to determine next steps.*

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.

A call to the school nurses or school is not an automatic excuse for absence . Caregivers must send the student with a note to the principal. For PreK-12 all notes must go to the schools' administrative assistants. For Grades 9-12 caregivers can also email the notes to attendanceMHS@maldenps.org

Excused Absences Policy

Malden Public Schools is preparing students for Career and Life readiness. Therefore, students are expected to attend school everyday.

Schools are only allowed to excuse absences that are a result of personal illness, significant life stressors (e.g., death of a family member), attending a medical appointment that cannot be made outside of school hours, participating in a legal proceeding, serving a suspension, attending educational opportunities that have been pre-approved by the school.

Unexcused Absences Policy

All other absences (e.g., repetitive absences due to illness that are not documented by medical professionals, family vacations, non-emergency family situations) are required to be marked as unexcused.

Three (3) unexcused absences per quarter will be allowed if students present a valid parent/caregiver 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.*

Students can use the "Attendance Appeals Process." Contact the school Principal for more information.

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. All students must be present in school for at least 3.5 hours in order for them to be counted as 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 student. 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 addressed 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 call 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. All students must be present in school for at least 3.5 hours in order for them to be counted as present. 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 must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons 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 Children and Families (DCF).

MANDATORY REPORTING

Mandated Reporting of Neglect and Abuse

All members of Malden Public Schools are mandated reporters. In accordance with Massachusetts state law, Massachusetts General Law Chapter 119, 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.

ASSESSMENTS

MPS Assessments Overview SY 2024-2025

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	Pre-K	Winter, Spring Fall (<i>optional - pilot</i>)	For all 4-year-old students in PreK. 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	K-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	K-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

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 2025. 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 Spring 2025. High school students must take and pass the STE MCAS once, and the first opportunity to do so is in June of grade 9.</p> <p>Grade 10: Students in grade 10 will take the ELA and Math MCAS in Spring 2025. Grade 10 students who have not yet taken or passed the STE MCAS may also participate in this test in Winter or Spring.</p> <p>Grade 11: Students in grade 11 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached..</p> <p>Grade 12: Students in grade 12 who have not yet passed all three MCAS, are required to take the MCAS retest until a passing score is reached.</p>
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 Special Education Programs (Current or Proposed)

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.

Grade 5 & MIDDLE SCHOOL HONORS PATHWAY

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.

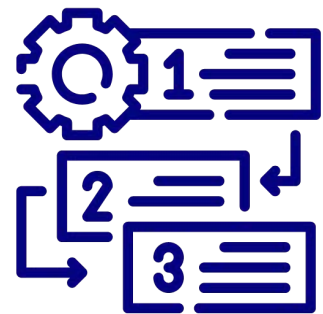
Advanced Interests

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.



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 physician documentation 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. This documentation must be provided yearly, at the beginning of the school year.

If it is for religious reasons, the parent/caregivers must say so in writing yearly, at the beginning of the school year

All immunizations must meet Massachusetts's minimum requirement and must be certified in writing by a licensed physician, before a student is admitted to school.

Immunization vaccinations may be obtained from a private physician or by appointment from the Board of Health Clinic.

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

Physical Examination Requirements

A complete physical examination is required of all students entering Malden Public Schools for the first time and at least three or four years thereafter. Completed physical examination forms must be presented no later than the first day of school in August.

No student will be able to attend school without providing all required medical documentation. Only upon completion of this process will a student be fully registered and allowed to begin school. For more information about immunizations and physical examination requirements, contact your student's school nurse.

Please note that if your student travels out of the country for more than 28 days at any time during the school year, including the summer break, it is Malden Public School Policy (per Malden Board of Health) that they must have a TB test done and read before re-registering or returning to school.

Please contact your student's doctor or visit the Malden Board of Health for this required TB screening. You may call the Board of Health directly at 781-397-7052 to schedule an appointment upon your return. Please bring TB test date and results to the Welcome Center if re-registering your child or bring it to your student's school nurse upon return, if during the summer break.

If you have any questions, please contact your student's school nurse directly by phone or email.

Immunization/Physical Requirements K-12 for Malden Public Schools

Kindergarten Entrance Requirements

- DPT (Diphtheria, Pertussis, Tetanus) – 5 doses— the last dose must be after the age of 4.
- Polio – 4 doses— the last dose must be after age 4.
- MMR – 2 doses— the first dose is after the age of 1
- Hepatitis B – 3 doses
- Varicella – 2 doses or documented disease history from MD
- TB testing per Malden Board of Health
 - TB risk assessment from a healthcare provider, if born in the US.
 - Actual TB test and results, if not born in the US or if a student has been out of the country for more than 28 days.
- Physical Exam – done within 1 year of entrance to school.
- Lead screening – most recent

Grade 5 & 9 Additional Requirements

- Physical Exam – completed within the year of grade entrance
- Parents are encouraged to send in a copy of their student’s yearly physical exam so the school health record can be updated.

Grade 7 Requirements

- 1 dose TDap
- 1 dose MenACWY

Grade 12 Requirements

- Beginning September (2024)
 - 2 doses of MenACWY (one dose given after 16th birthday)

Requirements for Students New to MPS

- Massachusetts State law immunization grade level requirements
- MUST have a current physical exam done within 1 year of entrance to school
- MUST have TB testing per Malden Board of Health
 - TB risk assessment from a healthcare provider, if born in the US.
 - Actual TB test and results, if not born in the US or if a student has been out of the country for more than 28 days.

Your Student’s 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 directly.

Emergency Health Forms

Current emergency health information is required for all students each school year. We ask your cooperation in completing and returning all of the required emergency health forms when school nurses send the forms to you in the first week of school.

This form should be completed by the parent/ caregivers. Contact information provided is used to reach parents/caregivers in times of illness and injury and, therefore, it is crucial that these forms be thoroughly completed. The information provided is also used to get to know your student's health needs and to plan for care. Also included on this form is permission to take over the counter medication if needed during the school day. Parent/caregiver signature is required.

You must also update your information on file with the Nurse's office during the year as needed. A copy of this form is also available on our [website](#).

Medications

Medications in Malden Public Schools must be delivered to the School Nurse by a parent/guardian/adult. They also will not be sent home with a student.

At the end of the school year, medications need to be picked up by a parent/guardian/adult or they will be destroyed. The exceptions to this are epi-pens and inhalers, which are allowed to stay in school over summer vacation for the next school year. Expired inhalers and epi-pens will be destroyed if not picked up.

NURSES ARE NOT in the schools during the summer, so any medications left and needed for the summer will not be retrievable. If you think you will need your child's medication over the summer please let your school nurse know

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, Epi-pens/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. Parents/caregivers should contact the school nurse by phone or email prior to the start of school to inform her of the student's allergies.

Parents/caregivers must provide their emergency medication and a written order from the prescribing doctor. Order forms may be printed from the website and parents/caregivers must sign consent form

Students who play sports must inform the school nurse and coach/moderator that they carry an Epi-pen/Inhaler.

Athletes must also introduce themselves to the trainer at the start of the sport season and inform the trainer that they have an Epipen/Inhaler.

Prescription & Over The Counter (OTC) Medications

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 consent 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.

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.

School Health Screenings

As mandated by the Massachusetts Department of Public Health, School Health Unit, Malden Public Schools performs health screenings on students annually as follows:

- Hearing – grades K-3, grade 7, grade 10.
- Vision – grades K-5, grade 7, and grade 10.
- Height and weight- BMI – grades 1, 4, 7, and 10
- Postural screenings – all students grade 5-9
- SBIRT screenings – grades 7 and 9

If your child fails the Vision, Hearing, or Postural screening—parents/caregivers will be notified by letter for follow up with your own physician.

BMI result letters will not be sent home; if you are interested in knowing your child's BMI, parent/caregiver may contact the school nurse.

Postural Screening Program will be for students whose parents/caregivers choose to have the screening. Letters will be sent home prior to the screenings.

SBIRT screenings grade 7 & 9 (Screening, Brief Intervention and Referral to Treatment) will have letters sent home in grade 7 only prior to screenings.

Opt-out form is available for all of these screenings on our website. Please complete this form at the beginning of the school year and send this to the school nurse if you would like your child to opt out of any screenings.

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 K- 8 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.

Concussion Compliance

All student athletes must complete the required concussion education program yearly. 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.

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 meet the unique needs of the child and allow the student to progress effectively in the least restrictive environment. Eligible students shall mean student ages three through twenty-one who have not attained a high school diploma or its equivalent, who has been determined by the Team to have a disability or disabilities, and as a consequence is unable to progress effectively in the general education program without specially designed instruction or is unable to access the general curriculum without a related service (603 CMR 28.02(9)).

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

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

Individualized Education Plan

IEP stands for *individualized educational plan*. It is a document written for a student with a disability that identifies a student's special education needs and describes the services a school district shall provide to meet those needs.. 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 whether the student is eligible for Special Education. Once eligibility is determined, the team then develops an Individualized Education plan (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 which may include 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 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

- The District will provide you with a Notice of Procedural Safeguards that explains your rights including your rights to participation, prior written notice, consent, dispute resolution including due process rights, an interpreter, translated materials , scheduled meetings that works with you & the team,

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. This includes school-sponsored non-academic and extracurricular services and activities.

Who can refer a student for a 504 plan?

The 504 plan process may be started by a parent's written request or the school's referral for an evaluation when the student is having academic, social, or behavioral problems that limit one or more major life activities. Major life activities include walking, seeing, hearing, speaking, and learning. In addition, the district must believe that the student needs additional support in the regular education classroom in order to access the curriculum. Section 504 requires consent from the parents *before conducting* evaluations.

How does a student qualify for a section 504 plan?

In order to be eligible for a 504 plan, a student must attend a school that receives federal financial assistance (which includes all public schools in Massachusetts). In addition:

- The student must be of school age;
- The student must have information establishing a mental, psychological, and/or physical disability (including a disability affecting behavior); and
- The disability must substantially limit one or more major life activities.

Students may be eligible for a 504 plan if a temporary disability limits a major life activity.

How is a 504 plan different from special education?

In order to be found eligible for special education services and an Individualized Education Program (IEP), a student must be diagnosed with a disability *and* must, as a result of that disability, require specialized instruction and/or related services in order to make effective progress.

Unlike a special education student, a student with a 504 plan is able to make effective progress in school without the need for specialized instruction and/or related services. However, a student with a 504 plan requires accommodations in order to gain equal access to instruction and/or the school facility. A student's 504 plan will provide accommodations that allow a student with an impaired major life activity to have the same level of access to the instruction, school activities, and school building as students without disabilities. A student with an IEP can also have a 504 plan that extends to K-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 alcohol, tobacco, marijuana, or other drugs, 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 The Family Educational Rights and Privacy Act (FERPA) -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, Massachusetts General Law Chapter 119, 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 incident involving a student's use of substances at school 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 student's 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 and/or Others

Staff are required to report all threats to school principal and/or other administrators including threat of self-harm or harm to others.

- If a student threatens their own life, this must be reported immediately to the school Principal and support staff (school social worker, school counselor, student support team etc.).
- If a student threatens 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.

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.

Student Monitoring and Safety Supervision:

All students 8 years old and under as well as any student enrolled in special education programs must be escorted by a staff member or use the “Student Buddy System” (two students going together) to and from the location they need to go: for example a student going to the nurse must be escorted by a staff member or use the buddy system. When the student is ready to go back to join their classmates, the student must be escorted by a staff member or use the buddy system. Students must have a classroom pass to see the nurse, to go to the main office, etc.

For students above 8 years old, the teacher and staff that the student went to see (for example, nurse, principal, etc.) should call each other to let them know that the student is heading towards them.

All students outside the school building during recess or participating in any school related activity must be supervised by staff at all times. Staff on duty who are monitoring / supervising students outside the school building during school related activities cannot use their cell phones (unless it is for calling school staff regarding a student/s or an emergency) or engage in any other type of distractions that take their attention away from students.

WEATHER CONDITIONS

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 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

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

Child Care Weather Watch

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

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups. **INFANTS AND TODDLERS** are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors. **YOUNG CHILDREN** remind children to stop playing, drink a beverage, and apply more sunscreen. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time. **INFANTS AND TODDLERS** use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play. **YOUNG CHILDREN** may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk. **INFANTS/TODDLERS** should play indoors and have ample space for large motor play. **YOUNG CHILDREN** may ask to play outside and do not understand the potential danger of weather conditions. **OLDER CHILDREN** may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

Understand the Weather

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

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

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

Relative Humidity: The percent of moisture in the air.

Temperature: The temperature of the air in degrees Fahrenheit.

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

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

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

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

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

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

LUNCH INFORMATION

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

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. Additionally, Massachusetts law prohibits discrimination based on natural and protective hairstyles.

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

HOMEWORK POLICY

Recommended, but not to exceed the time described below:

Grade Level	# of Assignments	# Minutes
PreK-Kindergarten	1-2 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 1-2	1-3 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"> No more than the max recommended 10 minutes per night on assignments and 20 minutes reading
Grades 3-5	2-4 assignments per night	30-60 minutes per night <ul style="list-style-type: none"> No more than the max recommended 60 minutes per night
Grades 6-8	3-5 assignments per night	90-120 minutes per night <ul style="list-style-type: none"> No more than the max recommended 120 minutes per night
Grades 9-12	3-5 assignments per night	No more than 2.5 hours per day including all subjects

No homework will be assigned over Thanksgiving, Winter, February, and Spring Breaks.
Projects, presentations, or other assignments will not be due until at least the second day following the break.
The same policy applies for the administration of assessment.
Educators are not to “double up” on homework assigned before a break.

Homework Philosophy

A common question that parents always ask is, “How much time should my student dedicate to homework every day?” It’s not an easy question to answer. As we all know, every student learns differently from each other. While some kids do, substantially, better in school, by completing one hour of homework every day. There might be some others, who require two hours of homework, but only see a slight improvement in their grades.

What is The Recommended Homework Time in Elementary School?

If your student is starting out in kindergarten and they receive some basic worksheets to complete for homework, the standard time they should spend on completing homework is 10 minutes per night, as we recommend 20 minutes of reading for a total of 30 minutes per night. Keep in mind, kindergarten students might have shorter attention spans than older kids, and might need a few intervals in between to complete their homework. So let them do it for 5 minutes, then take a 5 minute break, then continue for another 5 minutes to complete.

Usually, Grades 1 – 2 students receive one to three homework assignments per night. We suggest that your student spend at least 30 minutes per night on homework, balancing between reading and completing assignments.

Grades 3 – 5 students who receive two to four assignments per night, should focus between 30 – 60 minutes on completing assignments.

What is The Recommended Homework Time in Middle and High school?

As your student enters middle and high school, naturally, their home work time will increase. As subjects get harder and more information needs to be retained for exams, more time is needed to practice.

Students in middle school from grades 6 to 8. As class subjects require more attention and practice, middle school students get assigned three to five assignments per night. We recommend that your student spend between 90 – 120 minutes per night on homework.

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.

PROMOTION REQUIREMENTS

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

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).

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

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.

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 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

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 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.

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 viewed on ASPEN, our student information system, for students in Grades PK-12. A paper copy of each is issued to the students each quarter in the homeroom for students in Grades 1-4 (twice a year for our PK and Kindergarten students). Students and parents/caregivers can access Aspen 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
- Lighters and matches
- Electronic cigarettes, vaporizers
- Firearms
- Firecrackers

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

Malden Public Schools cell phone privileges for PreK-Grade 8 students and Grades 9-12 students are as follows:

Grades: PreK-8

The use of electronic devices such as cell phones, earbuds, and headphones in classrooms is strictly prohibited. All such devices should be placed in teacher-designated areas.

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.

Grades: 9- 12

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.

Grades PreK-12

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 before the student can pick it up. 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, stolen or damaged cell phones or other devices. MPS will not investigate any loss, theft, or damage, 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.

[Locker Searches](#)

Students' personal belongings, desks, lockers, and vehicles may be subject to search by school personnel when school administrators have reasonable grounds to believe that a search will reveal evidence that a student has violated the law and/or the school rules. Ordinarily, searches will be conducted by a member of the school administration in the presence of another adult. As soon as is practicable after the conclusion of a search, the parents/guardians of the student will be notified. Similarly, if a search uncovers objects prohibited by school rules, or which may be otherwise disruptive to the educational environment, these objects may be retained by school officials and returned later to the student or his/her parents/guardians. Searches may include the use of canines.

Search Procedures

1. It is prohibited to store any illegal items/substances in violation of any school rule in a locker. Items/substances prohibited from being in lockers include: guns, knives, weapons (real or fake), illegal drugs, alcoholic beverages, fireworks, explosives, fire/smoke/odor producing products, and any other article not permitted in school.
2. At the discretion of a School Administrator, a student's locker, backpack, and personal belongings may be searched when there is reasonable grounds to believe that prohibited items/substances may be found and when the student is on school grounds, or at a school-sponsored or school-related event. Should prohibited items/substances be found, they will be seized.
3. A search of a student's belongings will be performed and seizure of prohibited items/substances discovered in the course of such a search will occur only if there exist reasonable grounds for suspecting that the student has violated, or is violating, either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and the gender of the student and the nature of the infraction.
4. When possible within reason, a search of a student will be made in the presence of a School Administrator accompanied by another adult.
5. When possible within reason, a search of a student's automobile parked on school grounds will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a school official.
6. Should a search reveal objects or substances, the possession of which may give rise to a crime, notice will be given to the police. In the event of the questioning, custody or arrest of students by law enforcement officials, the school Principal, or his/her designee, will be present when possible. The Principal will request that all procedural safeguards are observed and that parents are notified.

Vandalism Policy

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

The School Committee expects that all individuals who use and enter Malden Public Schools buildings and premises will respect, appreciate and value the work that staff do every single day to keep buildings/premises safe and welcoming for the students, staff, and the community.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

Definition

Vandalism is defined as the willful or malicious destruction or damaging of private or public property in a manner that defaces, mars, or otherwise adds a physical blemish that diminishes the property's value. Vandalism includes graffiti, and defacing and/or destroying school equipment, buildings, or property in any way (classrooms, offices, shared areas, playgrounds, etc). Graffiti that includes hate speech or hate symbols can be considered a hate crime.

Vandalism includes willful damage to district technology including electronic hardware and software. Vandalism includes unauthorized modifications, installing or removing programs, tampering with restricted files, changing settings on any computer or technology resource that should only be changed by an administrator.

The Malden Public Schools assigns a laptop to each student in grades 1-12. Each laptop must be returned to the school at the end of the school year in good working condition within the usual usage period. If a laptop or any other electronic devices assigned to the student is vandalized or intentionally damaged, parents/caregivers will incur a financial penalty to cover the full cost of replacement. **The district does not have insurance or the means to replace or cover the technology damage.**

Hazing

All students should understand that hazing, defined as any conduct or behavior, which willfully, or recklessly, endangers the physical or mental health of any student or person, is a crime (See Appendix: pp. I, M.G.L. Chapter 269). Thus, hazing, or any behavior which can be construed to have the effect of hazing is prohibited while students are on school grounds, or at school-sponsored or school-related events. Those having knowledge of such behavior are required to inform a teacher, or other school official, of it.

Bullying Prevention and Intervention

The Malden Public Schools prohibits all forms of bullying in school or at school-sponsored events/activities, whether on or off campus. All forms of bullying at school will be subject to disciplinary actions, which may include suspension. Off campus bullying which causes a disruption within the school setting may be grounds for disciplinary action. Relevant sections of the law (M.G.L. c. 71, § 37O) are described below.

Definitions

- **Perpetrator** is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor or an extracurricular activity or para- professional who engages in bullying, cyberbullying, or retaliation.
- **Bullying** is the repeated use by one or more students or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor of an extracurricular activity or ESP of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - causes physical or emotional harm to the target or damage to the target's property;
 - places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
 - creates a hostile environment at school for the target;
 - infringes on the rights of the target at school; or
 - materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.
- **Cyberbullying** is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.
- **Hostile environment** is 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.
- **Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.
- **Retaliation** is 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.

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program whether on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,

- through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school, or material and substantially disrupts the education process or the orderly operation of a school.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the Principal or another staff member, or reports may be made anonymously.

School staff members must report immediately to the Principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or ESP. Principals will investigate reports of bullying in accordance with [Malden Public Schools Bullying Prevention and Intervention Plan](#).

Student Record Regulations & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that provides two basic rights to parents in regards to student records:

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations (603 CMR 23.00) are designed to ensure parents and students of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

To request records, please send a written request to your child's school and/or to the Assistant Superintendent for Student Services, 110 Pleasant Street, Malden, MA and can be reached at 781-397-7245

Description

Student records consist of all information kept by the school and organized in a manner such that a student may be individually identified. Student records include both the Permanent Record (transcript) and a Temporary Record. The transcript shall contain the minimum data necessary to reflect a student's educational progress. This data shall be limited to the student's name, address and phone number; birth date; the name, address, and phone number of parent/guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed. A Temporary Record contains the majority of a student's information maintained by the school. This record may include information such as standardized test results, MCAS scores, extracurricular activities, and evaluations by teachers, counselors or other school staff.

Destruction of Records

Following a student's withdrawal, transfer, or graduation from MHS, the only document that will be kept on file in the Guidance Office will be the Transcript/ Permanent Record, which must be kept by the school system for at least sixty (60) years after students leave the system. Upon withdrawal, transfer, or graduation from MHS, students will be given notice at that time of their right to obtain their Temporary Record and that, should a student not obtain it, it will be destroyed by a specified date (which by law must be within seven (7) years of withdrawal, transfer, or graduation). Since there may be some information contained within the folder, such as a student's Health Record, which may be of value in the future, it is suggested that students obtain their Temporary Record and make and keep duplicate copies. If a student received any special education services while at MHS, they may obtain those parts of their Temporary Record from the special education office.

Access by Parents and Students

A parent with physical custody of a student under 18 years of age or a student who has entered the ninth grade or is at least 14 years old ("eligible student"), has the right to inspect and/or copy all portions of the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request, unless the parent or eligible student consents to a delay or unless the request is made by a non-custodial parent. A reasonable fee may be charged for the cost of copying the record. The parent and eligible student also have the right to amend the student record or to request deletion of certain information. Instruction on how to do this may be obtained from the Registrar's office. The parent and eligible student may also request to have parts of the record interpreted by qualified school personnel or may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record

Access Procedures for Non-Custodial Parents

State law mandates standard procedures for making student records available to a non-custodial parent. Under M.G.L., Chapter 71, Section 34H, a non-custodial parent is one who does not have physical custody of their child. Such parents must submit a written request to the school principal annually in order to obtain a copy and/or access to their child's record. For more information about making this type of request, contact the Assistant Superintendent for Student Services located at 110 Pleasant Street, Malden, MA, 781-397-7245

Access by Third Parties

With a few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. These exceptions are set forth in the federal statute "FERPA", 20 U.S.C., § 1232g and 34 CFR Part 99, and in the Massachusetts regulations, 603 CMR 23.00. In addition, the following information will be released as a routine matter unless a student or parent follows the objection process set forth at the end of this section.

- **Directory Information:** A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans.

- **Recruiting information for the Armed Forces and Post-Secondary Educational Institutions:** Upon request from military recruiters and/or representatives of post-secondary educational institutions, the Malden Public Schools will provide the name, address and telephone listing for all secondary students. If an eligible student and/or parent does not want Directory Information or Recruiting Information released, they must notify the MPS Welcome Center in writing no later than September 15 of the year in which they first enroll in MHS. Otherwise, said information will be released. A written objection received in accordance with this procedure shall be treated as continuing in effect during a student's enrollment in MHS until and unless the eligible student and/or parent notifies the Welcome Center in writing that the objection to release is removed.

Amendments to Records

The eligible student and their parent, or either one, has the right to add information or other relevant material to the record. They also have the right to request the deletion or amendment of any information in the record. The school Principal or their designee is required to make a decision regarding such a request which may be appealed first to the Superintendent and then to the School Committee.

Filing a Complaint

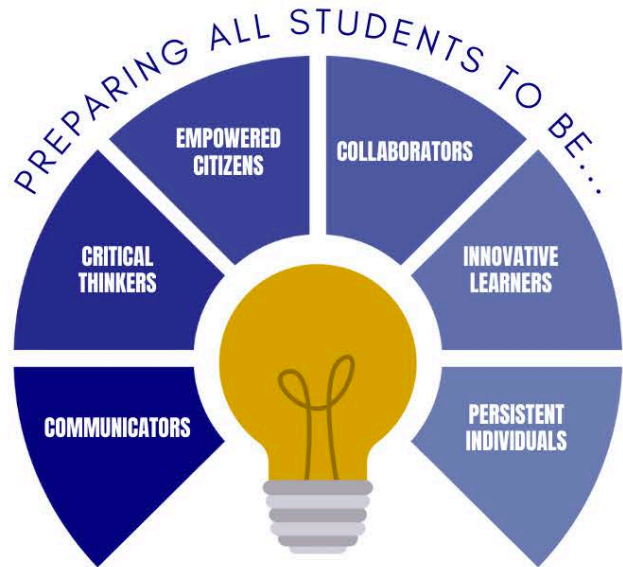
The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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.

COMMUNICATORS WHO...



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

CRITICAL THINKERS WHO...



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



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- Take responsibility for themselves and their team
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INNOVATIVE LEARNERS WHO...



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- Are curious and seek new knowledge and challenges
- Create to solve challenges
- Make mistakes and persevere

PERSISTENT INDIVIDUALS WHO...



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

GENERAL INFORMATION



2024-25 SCHOOL CALENDAR

MALDEN PUBLIC SCHOOLS 2024-2025 CALENDAR

FIRST DAY OF SCHOOL (Grades 1-12): August 28

FIRST DAY OF SCHOOL (PreK & K): Sept 6

LAST DAY OF SCHOOL W/O SNOW DAYS: June 13

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

AUGUST 2024 (2 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	26	27	28*	29	30	31

8/26: First Day for All Staff - No School for Students
8/27: Prof Dev Day-All Grds - No School for Students
8/28*: First Day of School for Grades 1-12
8/29: Kindergarten Orientation/Screening
8/30: No School

SEPTEMBER 2024 (19 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/2: No School - Labor Day
9/3: Prof Dev Day-All Grds - No School for Students
9/4: Classes Resume
9/4 & 9/5: Kindergarten Orientation/Screening
9/6: First Day of School for PreK & Kindergarten

OCTOBER 2024 (22 days)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10/2: 11:00 am PD Early Dismissal PreK-12
10/14: No School - Indigenous Peoples' Day

NOVEMBER 2024 (17 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/5: Prof Dev Day-All Grds - No School for Students
11/11: No School - Veterans Day
11/27: 11:00 am Dismissal
11/28-29: No School - Thanksgiving Break

DECEMBER 2024 (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/20: 11:00 am Dismissal
12/23-1/1: No School - Winter Break

JANUARY 2025 (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1/1: No School - Winter Break
1/2: Classes Resume
1/8: 11:00 am PD Early Dismissal PreK-12
1/20: No School - Martin Luther King, Jr. Day

FEBRUARY 2025 (15 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/5: 11:00 am PD Early Dismissal PreK-12
2/17-21: No School - February Break

MARCH 2025 (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

3/5: 11:00 am PD Early Dismissal PreK-12

APRIL 2025 (17 days)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4/18: 11:00 am Dismissal
4/21-25: No School - Spring Break
4/28: Classes Resume

MAY 2025 (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5/7: 11:00 am PD Early Dismissal PreK-12
5/26: No School - Memorial Day

JUNE 2025 (10 days)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6/8: Malden High School Graduation
6/13: Last day w/o snow days (180 Days)
11:00am Dismissal
6/19: No School - Juneteenth
6/23: Tentative last day of school w/ 5 snow days (185 Days)

Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit Maldenps.org calendar for current information.

Malden Public Schools proudly serves a multi-cultural and religiously diverse community. Although the schools are open, excused absence is available in observance of religious holidays. Students who miss school work because of an excused absence will be given time to complete assignments/tests by the educator.

Last revised on January 11, 2024

2024-25 REPORT CARD SCHEDULE

Quarters Grades PK-8

	Term 1	Term 2	Term 3	Term 4
Term Dates	Aug 28 - Nov 4, 2024 (45 days)	Nov 6, 2024 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7 - June 13, 2025 (44 days)
Progress Reports Grading Window	October 2 - 9, 2024	December 11- 18, 2024	March 5 - 12, 2025	May 13 - May 20, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025
Report Card Grading Window	November 6-14, 2024	January 27-Feb. 3, 2025	April 7 - 14, 2025	June 5 - 12, 2025
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*
PRE-K - ELC	Report cards sent home: Feb. 6-7, 2025 Parent Conference: Feb. 10-14, 2025		Report Card sent home: June 12-13, 2025	

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 28 - Nov 4, 2024 (45 days)	Nov 6 - Jan 24, 2025 (46 days)	Jan 27 - April 4, 2025 (45 days)	April 7- June 13, 2025 (44 days)	April 4 - May 23, 2025 (31 days)
Progress Reports Grading Window	October 2 - 9, 2024	Dec. 11-18, 2024	March 5 - 12, 2025	May 13 - 20, 2025	May 1 - 8, 2025
Distribute Progress Reports	October 10, 2024	December 19, 2024	March 13, 2025	May 21, 2025	May 9, 2025
Report Card Grading Window	Nov. 6-14, 2024	Jan 27-Feb 3 2025	April 7 - 14, 2025	June 5 - 12, 2025	May 15 - 22, 2025*
Distribute Report Cards	November 15, 2024	Feb. 6, 2025	April 15, 2025	June 13, 2025*	May 23, 2025

Notes: *Dates might change due to snow days.

OPEN HOUSE & CAREGIVER/TEACHER CONFERENCES SCHEDULE

ACTIVITY	2024-2025	2024-2025 BACKUP DATES
BEEBE		
Open House	09/11/24 6:00-7:30 pm	09/12/24 6:00-7:30 pm
Caregivers / Teacher Conferences	11/20/24 5:30-7:00 pm	11/21/24 5:30-7:00 pm
Caregivers / Teacher Conferences	3/19/25 3:30-5:00 pm	3/20/25 3:30-5:00 pm
ELC		
Open House	8/29/2024 4:00- 5:30 pm Preschool Screening: 8/29-9/5	8/29/24
Caregivers / Teacher Conferences	2/10-2/14 90 minute slots 2:30 pm-5:30 pm Teacher pick 2 dates: early and late	N/A
FERRYWAY		
Open House	9/ 11/2024 5:30-7:00 pm	9/18/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	11/21/2024 6:00-7:30 pm	12/05/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	2/11/2025 3:30-5:00 pm	2/13/2025 3:30-5:00 pm
FORESTDALE		
Open House	9/12/2024 5:30 - 7:00 pm	9/13/2024 5:30 - 7:00 pm
Caregivers / Teacher Conferences	11/20/2024 5:30 - 7:00 pm	11/21/2024 5:30 - 7:00 pm
Caregivers / Teacher Conferences	2/12/2025 3:30 - 5:00 pm	2/13/2025 3:30 - 5:00 pm

ACTIVITY	2024-2025	2024-2025 BACKUP DATES
LINDEN		
Open House	9/11/2024 5:30-7:00 pm	9/12/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	11/26/2024 5:30-7:00 pm	12/3/2024 5:30-7:00 pm
Caregivers / Teacher Conferences	3/19/2025 3:30-5:00 pm	3/20/2024 3:30-5:00 pm
MHS		
Open House	9/19/2024 6:00-7:30 pm	9/26/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	12/5/2024 6:00-7:30 pm	12/12/2024 6:00-7:30 pm
Caregivers / Teacher Conferences	2/13/2025 3:30-5:00 pm	2/27/2025 3:30-5:00 pm
SALEMWOOD		
Open House	9/17/24 6:00 - 7:30 pm	9/18/24 6:00 - 7:30 pm
Caregivers / Teacher Conferences	11/19/24 6:00 - 7:30 pm	11/20/24 6:00 - 7:30 pm
Caregivers / Teacher Conferences	3/18/25 3:30-5:00 pm	3/19/24 3:30-5:00 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 students that are sensitive to loud noise and it’s not polite.

Student ID Policy

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

Non-Discrimination and Complaint Policies

Non-Discrimination Policy

The Malden Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination and/or harassment is prohibited on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, ancestry, veteran status, genetic information, limited speaking ability, homelessness or any other class protected by the state or federal law in its educational programs, activities or employment policies . 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.

Student Complaints

Malden Public Schools expects that if a student has a problem, request, or grievance, he/she will refer it directly to a teacher, guidance counselor, assistant principal, principal, or other trusted adult depending on the nature of the issue.

Complaints : 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 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 Student Services. The Assistant Superintendent of Student Service is located at 110 Pleasant Street, Malden, Ma and can be reached at 781-397-7245.

Discrimination/Harassment Complaint Procedures

Where to File a Complaint

Any Malden Public School student, employee, or third party who believes that a Malden Public School student, employee, or third party has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, or activities may file a complaint with the Office of Human Resources.

Contents of Complaints & Timeline for Filing

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. Complaints filed after this 20 day period will be accepted, however, the investigation may be impacted due to the passage of time. Complaints may be submitted orally or in writing. The complainant may select another person to help with the filing of the complaint. Any responsible employee who receives an oral complaint will memorialize the allegations in writing and forward the written allegations to the Office of the Superintendent or the Superintendent's designee by the following school day. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (and address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name(s) of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time(s), and location(s) of the alleged discrimination or harassment;
6. The names of all persons who have knowledge about the alleged discrimination or harassment (witnesses) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

Investigations & Resolution of the Complaint

Complaints will be investigated promptly and resolved as quickly as possible. Due process procedures apply to issues of identification, evaluation, and placement under Section 504. Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who because of a disability is believed to need regular or special instruction and related aids or services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act may use the procedure outlined in the Massachusetts Department of Elementary and Secondary Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Assistant Superintendent for Student Services.

The Discrimination/Harassment Complaint Procedure applies to issues of disability discrimination and harassment. Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated, and in no case later than fifteen (15) school days following receipt of the complaint. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine

the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The complainant(s) and respondent(s) shall have an equal opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative and the respondent and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of meeting with the complainant and/or his/her representative and the respondent and/or his/her representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s) and/or his/her representative, including a statement regarding whether the complaint was found to be credible and whether discrimination was found to have occurred. Where the grievance officer finds that discrimination has occurred, Malden Public Schools will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. The grievance officer will contact the complainant within 10 school days following conclusion of the investigation to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed. If the grievance officer determines that additional supportive measures are needed, he or she shall offer such measures to the complainant within fifteen school days following conclusion of the investigation.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Malden Public Schools relating to the investigation of complaints and the due process rights of individuals affected.

Retaliation Prohibited

Retaliation against someone because they have filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Malden Public Schools will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

Title IX Notice & Sexual Harassment Complaint Procedures

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. 20 USC §1681.

Sexual harassment, including sexual violence, is unlawful sex discrimination. As required by Title IX and in compliance with Title IX, the Malden Public Schools does not discriminate on the basis of sex in its education programs or activities including in its admission or employment practices. Inquiries regarding the application of Title IX to the Malden Public Schools education program and activities are directed to the Title IX Coordinator.

The following conduct constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

How to Report Sex Discrimination, including Sexual Harassment

Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, or by electronic mail, to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Pamela MacDonald, Title IX Coordinator
Assistant Superintendent for Student Services
Malden Public Schools
110 Pleasant Street
Malden, MA
781-397-7245 or pmacdonald@maldenps.org

How to File a Formal Complaint for Sexual Harassment

- A complainant may file a formal complaint with the Title IX Coordinator by mail, email, telephone or in person. The Title IX Coordinator may also initiate a formal complaint.
- Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Malden Public Schools investigate the allegation.

How MPS will Respond to a Complaint

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are offered whether or not the complainant files a formal complaint and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must treat complainants and respondents equitably and offer supportive measures to the complainant and respondent.

The Malden Public Schools may remove a respondent from school or an activity on an emergency basis, provided that an individualized safety and risk analysis determines that there is an immediate threat to the physical health or safety of any student or other individual. Respondents removed on an emergency basis will receive notice and an opportunity to challenge the decision immediately following the removal.

This provision may not modify any rights for students with disabilities.

Complaint Process

In response to a formal complaint, Malden Public Schools will adhere to the following grievance process.

1. **Written Notice:** Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties who are known. The written notice shall include:
 - a. Notice of the complaint process, including notice of informal resolution process;
 - b. Notice of the allegations that includes sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
 - c. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
 - d. Notice that the parties may have an advisor of their choice and may inspect and review evidence; and
 - e. Notice that the Malden Public Schools code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If any new allegations arise during the grievance process, the Title IX Coordinator will provide written notice of the additional allegations to the parties whose identities are known.

2. **Investigation:** The Malden Public Schools will investigate the allegations in the formal complaint. MPS will use trained personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.
 - a. The MPS may dismiss the formal complaint if:

- The conduct alleged would not constitute sexual harassment even if proved, did not occur in a Malden Public Schools' education program or activity, or did not occur in the United States.
 - The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint of any of the allegations in the formal complaint, or if the respondent is no longer enrolled or employed by the MPS; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint.
- b. Upon a dismissal, the Title IX Coordinator will promptly send written notice for the dismissal and reason(s) therefore simultaneously to the parties.
- c. When investigating a formal complaint and throughout the grievance process, the MPS will:
- Apply a presumption of innocence, and ensure that the burden of proof and the burden of gathering evidence rests on the MPS and not on the parties;
 - Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
 - Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process;
 - Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
 - Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
 - Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
 - Prior to the completion of an investigative report, send to each party and the party's advisor the evidence subject to inspection and review and provide the parties at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
 - Create an investigative report that fairly summarizes relevant evidence for their review and written response.

The investigator shall strive to complete investigations within thirty (30) school days of the filing of the formal complaint. Although the District's goal is to complete investigations generally within thirty (30) school days, the time may be extended for good cause upon written notice to the complainant and respondent. Additionally, the timeline for investigation may be suspended during any informal resolution procedure or meeting.

3. Determination regarding responsibility: The decision-maker, who shall not be the investigator or the Title IX Coordinator, will provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Complainants may not be asked inappropriate questions about prior sexual history. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

- The decision-maker must issue a written determination regarding responsibility. To reach this determination, the decision maker shall apply a preponderance of the evidence standard.

Preponderance of the evidence means that it is more likely than not that the alleged conduct occurred.

- The decision maker shall review all of the evidence and issue a written determination within fifteen (15) school days of receipt of the matter from the investigator, absent extenuating circumstances.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

4. Appeals: Either party may appeal the determination regarding responsibility (or from a dismissal) on the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondents generally or individually that affected the outcome of the matter.
- Appeals must be submitted to the Title IX Coordinator within five (5) school days of receipt of the written determination and contain a written statement in support or challenge of the outcome. In the event of an appeal, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

5. Informal Resolution: An informal resolution process is available when a formal complaint is filed. Informal resolution process is available without a full investigation and nothing in the informal process shall preclude the parties from resuming a formal complaint process. Participation is voluntary and written consent is required. An informal resolution process is not permitted to resolve allegations that an employee sexually harassed a student.

6. Record Keeping: The Malden Public Schools will maintain records regarding sexual harassment reports and complaints for a period of seven years.

Retaliation Prohibited

Retaliation is prohibited against any individual, including complainants, respondents, and witnesses for reporting sexual harassment, participating (or refusing to participate) in any investigation/grievance process. Individuals may report retaliation to the Title IX Coordinator who will investigate and take measures to protect individuals from retaliation.

Complaints of Discrimination and/or Harassment on the basis of sex may also be reported to:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150
Electronic Mail: OCR.Boston@ed.gov

HOMELESS STUDENTS

Enrollment Rights & Services

As required by law, Malden Public Schools will work with homeless children and youth and unaccompanied youth (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs, summer programming and extracurricular activities.

Malden's Homeless Liaison is: Emily Jordin ejodoin@maldenps.org

Definition

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the Malden Public Schools. MPS will transport students who are sheltered or temporarily residing within Malden to the students' school or origin. For homeless students attending a school of origin located outside of the district in which the student is sheltered or temporarily residing, the

District in which the school of origin is located will coordinate with the District in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the MPS disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent designates an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families coordinates with local social

service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

Malden's liaison is: Emily Jordin ejodoin@maldenps.org

Educational Stability for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care.

Enrollment of students in the District where they reside in foster care will take place immediately upon such a determination.

The District has designated a point of contact for students in foster care. The District and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student to account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

MPS can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the District with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the MPS because of their parents or guardians being on active duty in the U.S. Armed Services, MPS supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The District believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

- **Children of military families:** means School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
- **Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.
- **Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.
- **Eligible students** are children of military families as well as the children of veterans who have been severely injured or medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

District's Responsibilities to Eligible Military Children

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the District will assume financial and programmatic responsibility for the special education program of students with existing IEP's drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

CODE OF CONDUCT

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.

Rationale for the Code of Conduct

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. Students' first priority at school is to learn.
2. Avoid distractions that interfere with or are counter-intuitive to that mission.
3. Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
4. Keep hands, feet, and objects to yourself and never intentionally harm another student.
5. Use school-appropriate language and behavior at all times while maintaining friendly and courteous behavior.
6. Be polite and respectful to everyone, including students, teachers, administrators, support staff, and visitors.
7. Follow individual teacher instructions, class rules, and expectations at all times.
8. Do not be a bully. If you see someone being bullied, intervene by telling them to stop or immediately report it to school personnel.
9. Do not become a distraction for others. Give every other student the opportunity to maximize their potential. Encourage your fellow students. Never tear them down.

10. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.
11. Represent yourself in a manner that you will be proud of in 10 years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school. They will help you be successful throughout your life.

Our Code of Conduct Philosophy

We, at the Malden Public Schools, embrace all individuals and groups in our community and their roles in society. Malden Public Schools Code of Conduct is aligned with its Equity Mission and Goal. Malden is committed to interrupting inequitable practices, examining biases, and prioritizing the creation of and maintenance of inclusive multicultural school environments for students and adults. No discrimination or harassment of individuals or groups on the grounds of race, color, national origin, religion, sex, citizenship status, disability, age, genetic information, marital status, sexual orientation, gender identity, or military service will occur in any educational program, activity, or employment.

The Malden Public Schools Code of Conduct is intended to be preventative and not punitive; and is based on the idea and principle of positive responses (e.g., interventions and building of skills).

The Code of Conduct is intended to address the root causes of inappropriate behavior, resolving conflict, meeting students' needs, and keeping our students in class and in school. We acknowledge and understand that students may, at times, experience emotional and/or physical stressors that negatively impact their behavior. During these times, students are encouraged to share with a trusted adult. Staff are committed to supporting each student so they are fully able to participate in school every day. We are also committed to developmentally appropriate behavioral interventions.

The Malden Public Schools Code of Conduct was developed in order to create a safe learning environment for all schools, to consistently apply principles of restorative justice and foster the mission and vision of the Malden Public Schools. The Mission and Vision of MPS is as follows; Malden Public Schools, in partnership with families 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. Malden Public Schools students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

The Code of Conduct is based upon the State laws, rules, regulations, and district's policies and expectations, that seek to allow access to education for all while protecting the due process rights of the individual. Discipline, as defined by the Code, must have the qualities of understanding, fairness, flexibility and consistency. It is the responsibility of the school personnel, students, parents/guardians/caregivers, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, parents/guardians, and the community.

At Malden Public Schools, we believe that students learn best and have the most meaningful access to their education when caregivers, educators, staff, administrators, and students work together

with shared responsibility in creating and sustaining safe, welcoming, inclusive, and consistent learning environments in which all members of the school community are valued.

Rights & Responsibilities

Guidelines for Student Rights & Responsibilities

The School Committee is legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration for the developing maturity of the student. Concomitant responsibilities flow from the exercise of rights and privileges. Tantalum among these are: (a) respect for oneself; (b) respect for others and their rights; (c) respect for individual dignity; (d) respect for legally constituted authority and legal responsibility of those in authority.

All rules and regulations to maintain the process of education must be common knowledge. Orientation programs and free student handbooks provide this information in clear and understandable language. Any changes will be widely publicized in print in both school and community media, and no regulation will be summarily drafted and enforced. The School Committee, Professional Staff, and Student Government will work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and enforcement of these rules will be clearly defined and made available to all interested and affected parties. Students must be free to establish and encouraged to participate in Student Government that provides all students, through a representative system, a voice in school affairs. Students must pass four courses to hold office in Student Government.

Schools are for education and students are involved in the educational process in their schools. Professional staff will solicit student suggestions and recommendations concerning curricular offerings. Curriculum offerings in schools strive to meet the needs and interests of all students. A committee of students and professional staff is formed to plan and organize school assembly programs. Suggestions from non-committee members are encouraged and considered. Such assemblies are an important part of the total instructional program, and topics or speakers of contemporary interest to students will be encouraged whenever possible. In cases of controversial topics or speakers, presentations will be balanced in terms of existing major points of view.

Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process.

Materials presented to students are relevant to the course and appropriate to the maturity level and intellectual ability of the student. Students have the opportunity to investigate different views related to topics and materials introduced or presented. Teachers strive to promote tolerance for the views and opinions of others and for the rights of individuals to form and hold differing views and opinions. The teacher is responsible to permit the expression of the views and opinions of others and encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials.

The school's newspaper, yearbook, literary magazine, and other publications, should be guaranteed the right of freedom of the press, subject to restrictions of existing laws including, but not limited to, libel and obscenity. As learning experiences within the schools, qualified advisors seek the highest publication standards. Other non-school sponsored student publications are subjected to locally determined procedures for distribution on school premises.

Students are allowed the use of school facilities for extracurricular activities and are encouraged to participate in these, including clubs, recreational events, and other such related activities.

These activities must be scheduled in keeping with normal School Committee regulations and provide for supervision according to school rules.

Students have a right to an education and the equality of educational opportunity.. Disciplinary actions of administrators and teachers should be fair and consistent in all cases and resorted to only when there are no other adequate options.

In cases of suspension, notification of parents or guardians, the District follows a prescribed procedure, set out under state laws and regulations, depending on the offense and length of the suspension. The District will publish a clearly defined procedure for the consideration of student problems and the processing of student complaints. Students are guaranteed the right of Due Process.

District Commitments

- Each situation involving discipline may be complex with underlying factors that require staff to understand the function of students' behaviors;
- Students, parents, and guardians have a right to be active participants in in the disciplinary process;
- Those involved with the disciplinary decision-making process should consider mitigating circumstances and alternatives to suspension; and
- There is an undeniable negative impact on student engagement and graduation rates when exclusionary practices have been used.

School & Staff Responsibilities

- Promote cultural, linguistic, ethnic, racial, and gender equity in our educational system;
- Seek out, attend, and engage in professional development opportunities that promote anti-racist practices and enhance instructional skills and practices and de-escalation strategies;
- Examine their own implicit bias, work from a culturally-responsive and trauma-informed lens that utilize verbal de-escalation skills;
- Collaborate with students in creating healthy, safe, supportive, culturally-responsive classrooms and school environments;
- Advocate for the educational, cultural, social, and emotional needs of students.
- Hold all students to high expectations and provide culturally-responsive, quality and effective social emotional and academic instruction where students are engaged and invited to contribute to learning;
- Provide culturally-appropriate resources and support for students, parents, guardians, and staff;
- Create opportunities for student voices to be heard and influence changes in course content and practice;

- Know, care for, and establish positive relationships with students;
- Assess, enhance, model and explicitly teach social, emotional, and behavioral skills to students;
- Understand the purpose of discipline is to support positive behavior change and not to exclude or punish;
- Engage early on with students, parents/guardians, community-based organizations, and other staff to identify alternative disciplinary responses;
- Use a variety of ways to support student behavior once it has occurred, while minimizing the use of exclusionary practices and encouraging the resolution of problems within the school setting;
- Implement disciplinary responses that are least disruptive to the student-school relationship, while also maximizing instructional time; and
- Be responsible for teaching and modeling accountability, repairing and restoring relationships with students, and ensuring fair and transparent responses to practices.

Student Rights

- As a member of the school community, students have the right to:
- A safe and welcoming school and classroom based on co-created expectations that promote identity safety and celebrate you being your authentic self;
- A quality education with high expectations and appropriate support that includes equitable access to culturally-responsive content, high-quality instruction, services, resources, and extracurricular activities;
- Be treated with respect and dignity;
- Experience visibility and representation of your culture in your school's staff and throughout the curriculum;
- Be listened to and have your voice heard;
- Feel a sense of community, like you belong, and are cared for at school;
- Have your parents and guardians involved in efforts to support you in meeting expectations and acquiring your education;
- Be given the opportunity to learn from mistakes and be supported to make desired changes as identified by you, your parent and guardian and school staff;
- Choose to have you and your parent/ guardian be involved with your school and larger learning community;
- Stay informed in your identified home language;
- Be a part of an anti-racist education system with a clear pathway for reporting racist activity without retaliation (for more information on how to report incidents, please contact your school leader);

- Culturally- appropriate support, particularly when racist incidents occur that have the potential to interfere with your right to feel safe and learn;
- Ask for a parent/guardian to be part of any conversation that is in response to a disciplinary incident at school;
- Continued access to activities and education, while school-wide information is being gathered about a disciplinary incident;
- Due process that complies with Massachusetts state laws and regulations, as well as federal law, when facing possible suspension.

Student Responsibilities

- As a member of the school community, you should take personal responsibility to:
- Share with a trusted adult when you are experiencing emotional and/or physical stressors for the purpose of obtaining culturally- appropriate resources or support;
- Ask for help with meeting your educational, cultural, social, and emotional needs;
- Engage in mutually respectful dialogue with staff and other students;
- Attend school and be prepared for classes to the best of your ability;
- Contribute to a safe and welcoming environment;
- Respect and be mindful of the rights of others;
- Follow reasonable requests from school staff;
- Respect the property of others and the school.
- When students do not follow these responsibilities, they may experience a disciplinary response.

Parent/Caregiver Responsibilities

As a member of the school community, you should take personal responsibility to

- Keep informed about their students' behavior and achievement at school
- Become familiar with the Code of Conduct
- Instill respect for all school staff and students and property
- Support school rules
- Consult the school principal/counselor/teacher when issues arise
- Work with school personnel to implement appropriate consequences and/or interventions when a child violates the Code of Conduct
- Ensure that children attend school regularly and monitor that they arrive on time each day
- Communicate with school personnel about their child including attending school conferences

Approaches to Safe & Supportive Schools

There are a variety of approaches to promote safe and supportive schools. Tiered interventions are provided by departments across Malden Public Schools. MPS has adopted school-wide positive and preventative approaches as outlined in the Massachusetts tiered system of support (MTSS) and (PBIS) positive behavioral interventions and supports.



Promoting Positive Student Behavior

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' social-emotional development and behavior by providing them with a range of positive behavioral supports.

Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: self-awareness, self-regulation, and establishing positive support. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not comply with behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors which disrupt learning.

Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Discipline / Student Conduct

Student Conduct

Students are expected to conduct themselves in a manner consistent with school rules and regulations to the end that a positive learning atmosphere be established. Among other things, student conduct shall reflect care and respect for all other members of the school community.

Student Discipline

Violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, suspension, or expulsion. The Principal or designee has the authority to impose consequences when a student violates the student Code of Conduct.

Massachusetts General Law chapter 71, sections 37H and 37H ½: Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of Massachusetts General Law chapter 71, sections 37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Massachusetts General Law chapter 71, section 37H ¾: Principals may suspend students for other breaches of conduct under the provisions of Massachusetts General Law chapter 71, section 37H ¾ and 603 Code of Massachusetts Regulations 53.00. In every case of student misconduct for which suspension may be imposed under MGL c. 71, §37H ¾, a principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school. Alternative remedies may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem solving.

Alternatives to Suspension:

We believe that students can refocus their energy and with support, regenerate their positive attitude towards others and themselves. Therefore, below are the restorative tiered alternative actions that administrators can try to implement before removing students from school.

- Code 150 Community service: The student is assigned to perform community service
- Code 180 Confiscation / Taking away an item(s) defined as prohibited by school or district policy
- Code 190 Conflict resolution or anger management services mandated: The student is required to participate in conflict resolution or anger management counseling or classes.
- Code 230 Detention: The student is assigned to before- or after-school detention or detention at lunch after consulting with caregivers
- Code 290 Letter of apology: The student is required to submit a formal letter of apology
- Code 300 Loss of privileges: The student lost a privilege (e.g., recess, field trips, games, etc)
- Code 330 Restitution: The student is required to make restitution for the damages caused by the incident.
- Code 340 Saturday school: The student is assigned to attend Saturday school.
- Code 350 School probation: The student is restricted from school, school, and district functions. (This happens anytime a student is suspended from school)
- Code 360 Substance abuse counseling mandated: The student is required to participate in substance abuse counseling
- Code 390 Suspension, in-school: The student is removed from his or her regular classroom and assigned to an in-school suspension program.

Suspension:

- **Short term suspension** is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.
- **Long term suspension** means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.
 - A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.
 - The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.
- **In school suspension** At the discretion of the Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and activities as determined by the Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.
 - For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
 - On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
 - The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

- **Removal from Extracurricular Activities and Attendance at school sponsored events:** The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H³/₄ or 603 CMR 53.00.
 - Opportunity for Academic Progress During Suspension/Expulsion
 - Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.
 - Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student Due Process Rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

- **Short Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.
- **Long Term Disciplinary Sanctions:** Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾).

Notice and principal's meeting:

- For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.
- The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
- The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.
- The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

Short-term Suspension

- The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what alternative remedy or consequence will be imposed.
- When deciding the consequences for the student, the principal, headmaster, superintendent or person acting as a decision-maker shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

- The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

Long Term Suspension

- In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
- If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what alternative remedy or consequence will be imposed, in place of or in addition to a long-term suspension.
- When deciding the consequences for the student, the principal, headmaster, superintendent or person acting as a decision-maker shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.
- The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal

- The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.
- In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.
- In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing

- The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline and Students with Disabilities

- All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:
 - The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
 - Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
 - If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
 - If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

- If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Student Athletes

It must be clearly understood that participation in athletic activities in the Malden Public Schools is a privilege- not a right- extended to those students who conform to the rules and regulations of eligibility and behavior set by the Massachusetts Interscholastic Athletic Association (M.I.A.A.) and the Malden Public Schools. A student must attend school on the day of an athletic activity in order to participate in that activity. The student athletes who exercise their privilege of participation in athletics are representing their school, community, family, and themselves, and therefore assume a greater responsibility for their behavior.

The student participating must represent the Malden Public Schools and the ideals that it stands for and must act in a manner which illustrates ideals of leadership, high moral character, loyalty, and academic “good standing”. Good behavior outside of Malden High School is considered part of the student-athlete’s responsibility. Infractions outside of school may lead to disciplinary action, including dismissal from a team.

Student athletes will be suspended or dismissed from their teams for violations of the MIAA Chemical Health Rule, which provides as follows:

“From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student’s own use by his/her doctor.” MIAA Rule 62.1.



Student athletes will also be expected to follow their medication administration plans as developed by the Nurse.

Infractions, Codes, Definitions / Criteria are directly from the Department of Elementary and Secondary Education (DESE)

100

Bus suspension The student was prohibited from riding the school bus.

Infraction: School Bus suspension 100		Definition/Criteria: <i>Student is disrupting other students in the bus from and to school / home endangering the safety of the passengers assigned to the school bus</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
100	Yes	Suspension Hearing: Individual basis

Infraction: Alcohol 1000		Definition/Criteria
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1010 - Sale of alcohol	Yes	Suspension Hearing: Referral to MOA
1020 - Distribution of alcohol	Yes	Suspension Hearing: Referral to MOA
1030 - Drinking alcohol	Yes	Suspension Hearing: Referral to MOA
1040 - Possession of alcohol	Yes	Suspension Hearing: Referral to MOA
1050 - Suspicion of alcohol use	No	Investigation
1097 - Other alcohol	Yes	Suspension Hearing: Referral to MOA

1100

Arson (Setting a Fire) To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.

Infraction: Arson		Definition/Criteria <i>The unlawful or intentional damage to any school property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were factors to a damaging fire.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1100 Saturday training with Malden Fire Department	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Fire Department 4: DCF 5: Safety Evaluation

Infraction: Possession and/or use of a lighter, matches or other incendiary	Definition/Criteria <i>Possession and/or use of a lighter, matches or other incendiary device</i>
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device		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1100 Meeting with Admin	Yes Depends on level of infraction	Interventions: 1: Caregiver meeting 2: Confiscate Materials 3: Suspension (in-school/out of school)

1090

Firearm Select from specific codes below. A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun.

Infraction: Possession of a firearm: weapon knife or other sharp object.		Definition/Criteria
		<i>An instrument composed of a sharp object that can be used to threaten, harm, injure or inflict pain. It is any sharp object.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1090	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Safety Evaluation 4: Long Term Suspension

Infraction: Other Weapon 1090		Definition/Criteria
		<i>Any object, device, or material that can cause harm, injury or damage.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
20 Knife 30 Other sharp objects	Yes	Interventions: 1: Emergency suspension process 2: Police notified 3: Safety Evaluation 4: Long Term Suspension

1200

Attendance Policy Violation of State, School District, or School Policy relating to attendance

Infraction: Forgery and/or Impersonating a parent/guardian		Definition/Criteria
		<i>The action of producing a copy of a document, signature, banknote, or work of art.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1210 Embedded in curriculum	Yes Depends on level of infraction	First Offense: 1. Inform family 2. Another chance to get the signature Subsequent Offense (Above &) 3. Family meeting 4. Detention 5. Meeting with school social worker/school counselor 6. Research activity around forgery and/or impersonating with a presentation to teacher

		7. Exclusion from the event
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Infraction: Skipping / Cutting Class/Excessive Tardiness		Definition/Criteria
		<i>Cutting class: To skip a class or not go to a class when you should. Excessive Tardiness: Being late to class.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1220 Social emotional program	No	First Offense: 1: Teacher calls home 2: Detention Subsequent Offense (Above &) 3: Meeting with school social worker/school counselor 4: Family meeting 5. Office detention 6. Research activity around class cutting/absences/tardies with a presentation to the teacher.

Infraction: Excessive Tardiness		Definition/Criteria
		<i>Excessive Tardiness: Being late to class.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1230 Social emotional program	No	First Offense: 1: Teacher calls home 2: Detention Subsequent Offense (Above &) 3: Meeting with school social worker/school counselor 4: Family meeting 5. Office detention 6. Research activity around class cutting/absences/tardies with a presentation to the teacher.

Infraction: Truancy		Definition/Criteria
		<i>A school-aged child, not excused from attendance under the lawful and reasonable regulations of such a child's school, who willfully fails to attend school for more than 8 school days in a quarter.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1240 Handbook Sign-off Social emotional program	No	First Offense: 1: Calls home- Teachers should contact parents via phone each time the child misses class. Teacher must communicate with the student as to the purpose (fostering/ building a student/ teacher relationship). 2: Detention- given by the teacher for the second offense after the teacher engages with the student. Subsequent Offense: 3: Parent meeting 4: Office detention 5: Offense Causation determination meeting with guidance/social worker 6: Attendance officer 7: Court involvement (CRA)

Infraction: Leaving school without permission		Definition/Criteria <i>Failing to remain on school grounds, at any point after arrival, without authorization</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1297 Social emotional program	No	First Offense: 1: Calls home 2: Causation determination meeting with school social worker/school counselor 3: Parent meeting 4: Office detention Subsequence Offense: 5: Above and Police phone call

1500

Disorderly Conduct (Disruptive Behavior) Any act that disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment.

Infraction: Being in an unauthorized area		Definition/Criteria <i>Any student who is in an area of the building without a pass or permission will be considered to be in an unauthorized area.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	No	First Offense: 1: Warning for student and review expectations Subsequent Offense (Above &) 2: Calls home 3: Detention 4: Parent meeting 5. Office detention

Infraction: Disturbing a school assembly		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	Yes Depends on level of infraction	Interventions: First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5. Parent Meeting 6. Exclusion from event

Infraction: Demonstrations with disrupt the normal educational process		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
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Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1500 Social emotional program	Yes Depends on level of infraction	First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5: Parent Meeting 6: Exclusion from event

1600

Drugs Excluding Alcohol and Tobacco (Illegal Drug Possession, Sale, Use/Under the Influence) Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., demerol, morphine) or narcotic substance.

Infraction: Use or Possession of alcohol, illegal drugs, and/or drug paraphernalia		Definition/Criteria <i>The use or possession of alcohol, illegal drugs, or the misuse of prescription or over-the-counter drugs with negative consequences.</i>
Training/Prevent/Educate	Suspendable?	Possible Interventions Progressive Supports / Interventions
1600 Refer to MOA	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: 51A 6: Office detention 7: ISS 8: Out of School Suspension 9: Restorative action

1800

Harassment, Nonsexual (Physical, Verbal, or Psychological) Repeatedly annoying or attacking a student or group of students or other personnel which creates an intimidating or hostile educational or work environment.

Infraction: Violation of hazing policy		Definition/Criteria <i>Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1800	Yes	Interventions: 1: Parent meeting 2: ISS w/ re-education 3: Out of School Suspension 4: Police Report 5: 51A 6: Restorative action

1810

Bullying Repeated negative behaviors intended to frighten or cause discomfort. These may include, but are not limited to verbal or written threats or physical harm.

Infraction: Violation of bullying policy		Definition/Criteria
		<p><i>Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:</i></p> <ul style="list-style-type: none"> • <i>causes physical or emotional harm to the victim or damage to the victim's property;</i> • <i>places the victim in reasonable fear of harm to himself or of damage to his property;</i> • <i>creates a hostile environment at school for the victim;</i> • <i>infringes on the rights of the victim at school;</i> • <i>materially and substantially disrupts the education process or the orderly operation of a school.</i> <p><i>Cyber-bullying is bullying through the use of technology or any electronic means. This includes both the creation of a web page or blog in which the creator impersonates another person or the distribution or posting of information online if these acts create any of the conditions listed above.</i></p>
1810 Training/Prevent/ Educate	Suspendable?	Progressive Supports / Interventions
	Yes	Interventions: 1: mediation 2: detention, 3: behavior plans, 4: suspension (in or out-of-school), 5: expulsion
	Depends on level of infraction	<ul style="list-style-type: none"> • Using scripts and role plays to develop skills; • Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance; • Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance; • Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies; • Enhancing students' skills for engaging in healthy relationships and respectful communications • Engaging students in a safe, supportive school environment that is respectful of diversity and difference. • Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan includes specific information about how and when the school or district will review the Plan with students.

When above incidents are hate-related, administrators need to record code "Hate-Related" (see variable 1240)

Infraction: Wilfully providing false evidence		Definition/Criteria
		<p><i>Knowingly making false statements or knowingly submitting false information during a grievance process, including but not limited to bullying/harassment reports and investigations</i></p>
Training/Prevent/ Educate	Suspendable?	Progressive Supports / Interventions
1810	Yes Depends on level of infraction	Interventions: 1: Caregiver meeting 2: Detention Subsequent offense: 3: Suspension

1900

Harassment, Sexual (Unwelcome Sexual Conduct) Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Examples: Leering; pinching; grabbing; suggestive comments, gestures, or jokes; or pressure to engage in sexual activity.

Infraction: Violation of harassment and	Definition/Criteria
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sexual harassment policies

Violation of the policy that protects students and staff from discrimination based on certain personal characteristics, such as race, ethnicity, sex, age, sexual orientation and gender identity, among others. It also protects students and staff from harassment, including sexual harassment.

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>1900</p> <p>Complete online training for anti bullying</p>	<p>Yes</p>	<p>Interventions:</p> <p>1: Parent meeting</p> <p>2: Title IX Investigation</p> <p>3: ISS w/ re-education</p> <p>4: Out of School Suspension</p> <p>5: Police Report</p> <p>6: Title IX Investigation</p> <p>7: 51A</p> <p>8: Restorative action</p>

2100

Inappropriate Use of Medication (Prescription or over-the-counter) Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy. See also: 1600-Drugs

Infraction: Inappropriate Use of Medication		Definition/Criteria
		Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>2100</p> <p>Social emotional program</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First Offense:</p> <p>1: Removal of student from assembly</p> <p>2: Call home</p> <p>3: Check with school nurse</p> <p>3: Detention</p> <p>Subsequent Offense (Above &)</p> <p>4: Office referral</p> <p>5. Parent Meeting</p> <p>6. Suspension / Expulsion</p>
2110 Sale of medication	Yes	
2120 Distribution of medication	Yes	
2130 Use of medication in violation of school rules	Yes	
2140 Possession of medication in violation of school rules	Yes	
2140 Possession of medication in violation of school rules	Yes	

2200

Insubordination (Disobedience) Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.

Infraction: Insubordination	Definition/Criteria
	<i>Unwillingness to submit to authority, refusal to respond to a reasonable request or other</i>

<i>situations to which a student is disobedient</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2200 Social emotional program	Yes Depends on level of infraction	Interventions: 1: Teacher calls home 2:Teacher detention Subsequence offense: 3:Parent meeting 4: Office referral 5: In House or External Suspension

Infraction: Failure to correctly identify yourself to a staff member Definition/Criteria <i>Untruthful response when asked to identify self</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2200 Social emotional program	Yes	Interventions: 1: Teacher calls home 2:Teacher detention Subsequence offense: 3:office referral 4: Parent meeting 5: Detention 4: Parent Meeting

2400

Obscene Behavior Language or actions, written, oral, physical, or electronic, in violation of community or school standards.

Infraction: Obscene, profane, or abusive language and gestures Definition/Criteria <i>Words or gestures that are vulgar, discriminatory or otherwise construed as socially offensive or harassing</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2400 Social emotional program	Yes Depends on level of infraction	First Offense 1: Calls home 2:Detention 3:Restoration to those impacted Subsequent offense: 4:Parent meeting 5: Research activity around abusive language with a presentation to teacher(s)/friend(s) 6: In-school suspension 7: Out of school suspension

3100

Theft

Infraction: Theft Definition/Criteria <i>The action or crime of stealing.</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3100 Handbook sign off	Yes	First Offense: 1: Restoration to those impacted; item return

Social emotional program	Depends on level of infraction	2: Calls home 3: Detention Subsequent Offense (Above &) 4: Family meeting 5. Office detention 6. Meeting with school social worker/school counselor 7. Research activity around theft with a presentation to teacher 8. Police contact 9. In-House or external suspension
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2600

Robbery (Taking of Things by Force) The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.

Infraction: Robbery Definition/Criteria <i>The action or crime of stealing. The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2600 Handbook sign off Social emotional program	Yes Depends on level of infraction	First Offense: 1: Restoration to those impacted; item return 2: Calls home 3: Detention Subsequent Offense (Above &) 4: Family meeting 5. Office detention 6. Meeting with school social worker/school counselor 7. Research activity around theft with a presentation to teacher 8. Police contact 9. In-House or external suspension

2700

School Threat (Threat of Destruction or Harm) Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

3200 Threat/Intimidation (Causing Fear of Harm) Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.

Infraction: Endangering Safety and well-being of others Definition/Criteria <i>Conduct that compromises the safety, physical, mental health or welfare of self and/or others.</i>		
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200	Yes	1: Meeting with school social worker/school counselor 2: Family meeting 3: Safety evaluation- Crisis evaluation (in person at school/at home/at emergency room)

Social emotional program		4: Call 911 ambulance
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Infraction: Throwing Object		Definition/Criteria <i>Any object that is willfully released and used as a projectile.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Anger Management Training	Yes	Interventions: 1: Calls home 2: Detention 3: Parent meeting 4: Office detention 5: ISS 6: Out of School Suspension 7: Restorative action

Infraction: Verbal or physical assault		Definition/Criteria <i>Endangering the physical safety or mental health of another by the use of force or threats of force communicated by any means including written, spoken, or through the use of technology or any electronic means. This offense includes: threats of force (some overt act, expressed by any means, which reasonably places the victim in fear of imminent bodily injury), hazing [see Hazing], graffiti, and other threats communicated by any means: written, spoken, or through the use of technology or any electronic means.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: First offense: 1: Office Referral 2: Parent Meeting 3: Detention up to and including suspension

Infraction: Physical Threat		Definition/Criteria <i>Threatening an individual or group of individuals with a gesture(s) or body language.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2 Restorative Practices 3: Parent meeting 4: Detention up to suspension: 5: Police Report

Infraction: Verbal threat		Definition/Criteria <i>Threatening an individual or group of individuals with spoken words or sounds.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension

		5: Police Report
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Infraction: Written threats		Definition/Criteria <i>Threatening an individual or group of individuals in writing (e.g., letter, note, message, on chalkboard).</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Social Emotional Program	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

Infraction: Electronic threat		Definition/Criteria <i>Threatening an individual or group of individuals by email, postings on Internet sites, or through other electronic mechanisms.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200 Complete Online Training on Cyber Bullying	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

Infraction: Other Threat		Definition/Criteria <i>The incident cannot be coded in one of the above categories but did involve a threat.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2700 3200	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

3300

Tobacco (Possession or Use) Possession, use, distribution, or sale of tobacco products.

Infraction: Smoking and possession of any tobacco products on school grounds		Definition/Criteria <i>The act of inhaling and exhaling Tobacco and being in possession of tobacco products.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3300 Complete online training on the effects of smoking	Yes /No Depends on level of infraction	Interventions: First offense 1: Office referral 2: Parent meeting 3: Detention

Infraction: Use of and/or possession of any electronic smoking device/vaporizer and/or E-Liquid substance to be used with an electronic smoking device

Definition/Criteria

The act of inhaling and exhaling from an electronic smoking device.

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3300</p> <p>Complete online training on the effects of smoking</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <p>First offense</p> <p>1: Office referral</p> <p>2: Parent meeting</p> <p>3: Detention</p> <p>Second Offense</p> <p>1: Parent meeting</p> <p>2: Detention</p> <p>2: Meeting with guidance/social worker (grade level specific)</p> <p>3: Research activity around the dangers in the use of such products</p>

3500

Vandalism (Damage to School or Personal Property) Willful destruction or defacement of school or personal property. Violations can be specifically coded as: Willful destruction or defacement of school property. Willful destruction or defacement of personal property. The incident cannot be coded in one of the above categories but did involve vandalism.

Infraction: Vandalism

Definition/Criteria

Destruction and/or willful damage to school property, or stealing, or attempting to steal school property

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Social emotional program	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First Offense</p> <p>1: Fix / clean up area of damage</p> <p>2: Restoration to those impacted by vandalism/damage/</p> <p>3: Community Service to repay for the stolen and or damaged property</p> <p>Subsequent Offense</p> <p>4: Above & Suspension / Police report if restitution is not met</p> <p>5: Research activity around vandalism with a presentation to teacher(s)/friend(s)</p>
3510	Vandalism of school property	
3520	Vandalism of personal property	
3597	Other vandalism	

3600

Violation of School Rules (Disobeying School Policy) This category comprises misbehavior not captured elsewhere.

Infraction: Violation of acceptable use policy

Definition/Criteria

Computer misuse; posting/retrieving/viewing unauthorized material on the Internet

Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
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Complete online Cyber Bullying training	<p>Yes</p> <p>Depends on level of infraction</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1: warning to student 2: caregiver notified 3: Monitored use of device <p>Subsequent offense:</p> <ol style="list-style-type: none"> 4: loss of computer privileges (week/month/semester/remainder of the year) 5: In-school suspension
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3600

Violation of School Rules (Disobeying School Policy) This category comprises misbehavior not captured elsewhere. Problem behaviors could include dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records.

Infraction: Cheating		Definition/Criteria: <i>Act dishonestly or unfairly in order to gain an advantage, especially in a game or examination. Avoid (something undesirable) by luck or skill.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3600 Embedded in the curriculum</p>	<p>Yes</p> <p>Depends on level of infraction</p>	<p>First offense:</p> <ol style="list-style-type: none"> 1. Teacher calls home 2. Teacher detention 3. Assignment option/redo assignment; MHS zero on first offense 4. Exclusion from honors program (National Honor Society, etc.) <p>Subsequent Offense: (Above &)</p> <ol style="list-style-type: none"> 1. Research activity around cheating with a presentation to teacher 2. Office referral 3. Meeting with school social worker/school counselor 4. Assignment receives zero

Infraction: Plagiarism		Definition/Criteria: <i>The use of another person's thoughts, and ideas-whether taken from a paper, speech, article, film, music, image, in-print or online-intentionally or accidentally, whole or in part presenting it as your own work.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
<p>3600 Embedded in the curriculum</p>	<p>No</p>	<p>Interventions:</p> <p>First Offense</p> <ol style="list-style-type: none"> 1: Teacher calls home 2: Teacher detention 3: Assignment option/ redo assignment <p>Exclusion from honors programs (NHS)</p> <p>Subsequent Offense: (Above &)</p> <ol style="list-style-type: none"> 4: Research activity on plagiarism with presentation to teacher 5: Office referral 6. Meeting with school social worker/school counselor 7. Assignment receives zero

Infraction: Willfully falsifying Information		Definition/Criteria <i>Knowingly and willfully making any false, fictitious, or fraudulent statements or representations</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3600 Social emotional program	Yes Depends on level of infraction	First Offense: 1: Another chance to get the signature Subsequent Offense (Above &) 2: Family meeting 3: Detention 4: Meeting with school social worker/school counselor 5: Research activity around forgery and/or impersonation with a presentation to a teacher. 6. Exclusion from the event.

Infraction: Failure to meet expectations regarding dress. code (pp —)		Definition/Criteria <i>Students are not permitted to dress in any manner that interrupts the educational process or environment of the school. This may include clothing that prompts illicit or illegal activity, contains profanity, or does not comply with health or safety standards.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
3600 Conversation with Admin	Yes Depends on level of infraction	Interventions: First Offense: 1: Call home to bring a change of clothing 2: Student remains in office until appropriately dressed or end of the school day Subsequent Offense (Above &) 3: Repeated offenses see above with detention component and re-education 4: Family meeting 5. Office referrals

9000

Other Offenses (e.g., Forgery, Extortion) Any significant incident resulting in disciplinary action not classified previously. Offenses could include bribery, fraud, embezzlement, forgery, resisting arrest, gambling, extortion, or dealing in stolen property.

Infraction: Extortion		Definition/Criteria <i>The wrongful use of actual or threatened force, violence, or intimidation by an individual or a group to gain money or property from an individual.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
9000 Complete online training on anti-bullying	Yes Depends on level of infraction	Interventions: 1: Office referral 2: Restorative Practices 3: Parent meeting 4: Detention up to suspension 5: Police Report

1700

Fighting (Mutual Altercation) Mutual participation in an incident involving physical violence, where there is no major injury.

Infraction: Fighting		Definition/Criteria <i>Physical contact between two or more individuals with intent to do physical harm.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
1700 Restorative Training	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: Office detention 6: ISS 7: Out of School Suspension 8: Restorative action

2500 Physical Altercation, Minor (Pushing, Shoving) Confrontation, tussle, or physical aggression that does not result in injury

Infraction: Altercation		Definition/Criteria <i>Physical contact between two or more individuals with intent to do physical harm.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
2500 Restorative Training	Yes Depends on level of infraction	Interventions: 1: Calls home 2: Causation determination meeting with guidance 3: Re-education 4: Parent meeting 5: Office detention 6: ISS 7: Out of School Suspension 8: Restorative action

Infraction: Violation of nondiscrimination policy including slogans and symbols		Definition/Criteria <i>Possession of discriminatory materials</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Conversation with Admin	Yes Depends on level of infraction	Interventions: 1: Parent Meeting 2: Meeting with School social worker/school counselor 3: In School Suspension with re-education Subsequent Offense (Above &) 4: Suspension 5: Restorative Action 6: Involvement of Police 7. Title 9 report (each time)

Civil Right Violation

Must be investigated and reported to the Office for Civil Rights (OCR)

Infraction: Violation of another's civil rights		Definition/Criteria <i>The term "students' civil rights" refers to the right of students to be free from discrimination, including verbal or physical attacks based on race, color, sex, gender, gender identity, national origin, religion, sexual orientation, disability, homelessness or limited English language ability.</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
	Yes	Interventions: 1: Emergency suspension process 2: Fully investigation 3: Title 9 Report 4: Suspension determinate on number of offenses 5: Re-entry meeting with education requirement 6: Victim can present Civil Rights Charges

Infraction: Demonstrations with disrupt the normal educational process		Definition/Criteria <i>Any student who provokes, incites, or otherwise causes a confrontation which risks harm to any other student or disrupts the normal educational process</i>
Training/Prevent/Educate	Suspendable?	Progressive Supports / Interventions
Social emotional program	Yes Depends on level of infraction	First Offense: 1: Removal of student from assembly 2: Call home 3: Detention Subsequent Offense (Above &) 4: Office referral 5. Parent Meeting 6. Exclusion from event

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.

PARENT/ LEGAL GUARDIAN FIELD TRIP AUTHORIZATION

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)

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 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**

SCHOOL FORMS

Please return completed copies of the following forms to your student' school office.

Please be sure to fill out the form completely and sign each form.

- Technology Acceptable Use Agreement

TECHNOLOGY ACCEPTABLE USE AGREEMENT

Malden Public Schools Student Mobile Technology Duties and Obligations

In alignment with Malden Public Schools Acceptable Use Policy, students who are assigned portable technology devices, including Chromebooks, must adhere to provisions outlined in the policy and Malden Public Schools Mobile Technology Duties and Obligations notice below, and may be fiscally responsible for lost, stolen or damaged devices.

Ownership: The Malden Public Schools shall retain title to the equipment at all times, unless otherwise transferred. The student shall hold no security or ownership interest in the equipment or licenses to installed software. Equipment includes a Chromebook and power adapter, which is valued at approximately \$300.00 per Chromebook and \$40.00 per power adapter. Vandalism will result in, but not be limited to, the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.

Content Filtering:

All sites used for instruction are evaluated by staff for appropriateness. Caregivers should note that when the Malden Public Schools Chromebooks are connected to a personal home network, they are not configured to filter the sites students may visit. Caregivers should discuss the importance of being safe, responsible, and respectful online.

Chromebook Functions:

The Chromebook is a multifunction device that allows for the following:

- Connect to any open or secured wireless network (if the password is known)
- Access the Internet (e.g. access online accounts, surf the Internet, etc.)
- Take pictures
- Record audio and video
- Use various instructional apps

Responsible Use:

Users are responsible for securing and safeguarding data stored on the Malden Public Schools technology. When using Malden Public Schools technology, this means that students should continue to use only approved Malden Public Schools and follow each tool's specific guidelines for using student accounts. If students choose to use digital tools or access online services that are not part of the Malden Public School's approved list, Malden Public Schools cannot be responsible for any data privacy or security concerns that may arise.

Student/Parent / Caregiver Agreement:

- We agree to use the device in accordance with *all* provisions of the Acceptable Use Policy and as it currently exists and as updated or modified.
- We agree to report any objectionable content to a teacher and/or administrator

- We understand that the Malden Public Schools has the ability to monitor the Malden Public School's device usage to ensure compliance with Malden Public Schools policies.
- We understand that, because of the Malden Public School's need to monitor Malden Public Schools devices, we have a limited expectation of data privacy while using the Malden Public Schools technology.
- We understand that students are to use only the Malden Public Schools approved digital tools in order to safeguard student data from unauthorized access.
- Furthermore, we are aware that the device may be randomly collected, inspected and searched.
- We agree that the device is to be used exclusively by the Malden Public Schools employees and the assigned student. Parent(s)/caregivers(s) may use the device for purposes of assisting their child with educational studies.
- We will obtain opt-out consent from participants before taking photos, recording audio or capturing video.

Ownership:

The equipment is a loan and remains the property of the Malden Public Schools.

The term of this loan is for the course of the school year or as otherwise designated by the school administrator.

Upon request of an administrator or teacher, we will return the device, case, and power cords.

Proper Care:

- To protect the device from damage, we will store this device in a protective case.
- We are responsible for the safe handling, storage, and security of this device. We agree to take appropriate precautions to prevent damage, loss, or theft.
- We will secure the device when not attended.
- We will not write, etch, scratch, mark or apply stickers to this device. Should student enrollment be terminated for any reason, the equipment must be returned within 4 calendar days.
- We will not alter any Malden Public Schools markings and stickers applied on the device.
- If the device is damaged we will return the device to the school immediately. We will not attempt to repair the device or contact any other computer repair service facility directly.

Liability:

In the event that the device is damaged due to misuse, accidental care or handling, neglect or vandalism, caregivers must pay for the replacement of the device regardless of the age of the device.

Parent / Caregiver:

- We understand that sustained and/or repeated damage may be subject to school based discipline including, but not limited to: community service, financial obligations, and technology restriction.

- If the device is lost, stolen or damaged, it is our responsibility to immediately notify the school's media specialist, teacher, principal or assistant principal.
- If the device and power adaptor is not returned to the school system upon the teacher or school's request or when enrollment is terminated for any reason, we agree to pay the cost of a replacement device within 30 calendar days. Furthermore, we understand and accept that the Malden Public Schools may file a police report for stolen property should we fail to return or pay for the device and related items within 45 calendar days.
- We acknowledge that if we require financial assistance we can work with the school's Media Center Specialist and school principal to identify opportunities to repair the harm done to the device and community.

Return:

The Chromebooks and adapters will be returned to the school on the date and time determined by the school Principal

Detach and Return to School

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

- Sign: Malden Public Schools Student Mobile Technology Duties and Obligations Student Acceptable Use Policy**

Please fill out the information below and return it to the school Principal in order for your student to receive a device and an adapter

Signature will indicate that Caregivers read this document and acknowledge their duties and obligations.

Print Student's Name _____ School/Grade _____

Print Parent/ Caregiver Name _____

Parent/Caregiver Signature _____ Date _____

Students over 18 years of age need to sign this document.

PARENT/CAREGIVER AND STUDENT HANDBOOK

- Sign:** signature indicates that Caregivers/ Student over 18 years of age read this document and acknowledge their receipt and agreement of Malden Public Schools Handbook 2024 Policy and Procedures

Print Student's Name _____ School/Grade _____

Print Parent/ Caregiver Name _____

Parent/Caregiver Signature _____ Date _____

Students over 18 years of age need to sign this document.

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