

Plymouth Public Schools

Plymouth, MA



A Handbook for Faculty

This publication summarizes many laws, policies, regulations, and practices that are important to the Plymouth Public Schools. It is not intended to be a complete directory of all the laws and policies relating to staff. Federal and state laws, PPS policies, regulations, and practices at the system-wide and school building levels are subject to change.

The Plymouth Public Schools reserves the right to interpret, amend, or revoke any portion of this handbook at any time, with or without notice.

The Plymouth Public Schools does not discriminate on the basis of race, color, national origin, disability, sex, sexual orientation, or age in admission to, treatment in, or employment in its services, programs, and activities.

Table of Contents

Section 1 District Information

1.1	Statement of Publication Purpose	5
1.2	Educational Vision.....	5
1.3	Mission Statement.....	6
1.4	Belief Statement.....	6
1.5	School Hours.....	7
1.6	Cancellation of School.....	8
1.7	Staff/Telephone Directory	9
1.8	Organizational Chart.....	10
1.9	Roles and Responsibilities	11
1.10	Statement of Expectation for Licensed Staff	11
1.11	Code of Ethics	16
1.12	Family and School Partnerships.....	17
1.13	Emergency Protocol.....	19
	Staff Crisis Manual	
	Medical Alert Information	
	Automated External Defibrillators (AED)	
	Student Medication	
1.14	Wellness Policy.....	21
1.15	Educational Access Channel Information.....	22

Section 2 Employment

2.1	Job Postings	24
2.2	Hiring Procedures	24
2.3	Benefits	24
2.4	Course Reimbursement	25
2.5	Evaluations	26
2.6	Leave Reports	26
2.7	Leaves of Absence	26
	Family Medical Leave Act	
	Maternity	
2.8	Leaving Employment.....	27
	Voluntary	
	Retirement	
	Involuntary	
	HIPPA	
	COBRA	
2.9	Licensure and Recertification	28
2.10	Personnel Records.....	28
2.11	Substitute Coverage	29
2.12	Worker's Compensation MIIA Information Sheet and Contact Numbers	30

Section 3 Policies, Laws, and Regulations

3.1	Acceptable Use Policy	32
3.2	Asbestos Hazard Emergency Response Act (AHERA).....	35
3.3	Conflict of Interest	35
3.4	Energy Management	36
3.5	Fundraising	37
3.6	Harassment.....	37
3.7	Hazing Law and Policy	41
3.8	Integrated Pest Management (IPM)	42
3.9	Mandated Reporters	43
3.10	McKinney-Vento Homeless Education Assistance Act	43
3.11	Nondiscrimination Statement.....	47
	Nondiscrimination on the Basis of Disability	
3.12	Protection of Pupil Rights Amendment (PPRA)	45
3.13	Restraint of Students	46
3.14	Search and Seizure	47
3.15	Student Records Regulations and Confidentiality	48
3.16	Massachusetts Student Records Regulations	49
3.17	Tobacco Use Policy	51
3.18	Use of Plymouth Public School District Property	51
3.19	Workplace – Drug Free	51
3.20	State Fire Code Regulations	52

Section 4 Curriculum and Instruction

4.1	Curriculum Document (online) and Resources.....	54
4.2	Lesson Plan Design and Template.....	54
4.3	Principles of Effective Teaching.....	57
4.4	Massachusetts Common Core of Learning	62
4.5	Criteria for Evaluation of Instructional Material	65
4.6	Special Programs	67
	Sheltered English Immersion	
	504 Accommodation Plan	
	Special Education Services	
	Alternative Education	
	Credit Recovery Program	
	Other Programs	
4.7	Support for Students	69
	Individual Student Success Plan (ISSP)	
	District Curriculum Accommodation Plan (DCAP)	
	Curriculum Accommodation Plan (CAP)	
	Title I Program	

Section 5 Evaluation Procedure and Forms

5.1	Evaluation Process & Descriptions.....	72
-----	--	----

Section 6 Links to Forms

Personnel

6.1	CORI Form	74
6.2	Personal Day Request	75
6.3	Professional Day Request	76
6.4	Transfer Request Form	77

Professional Development

6.5	Permission Request to Attend Conference	78
6.6	Conference/Workshop Summary and Follow-Up	79
6.7	Course Approval/Reimbursement Application.....	80
6.8	Individual Professional Development Plan (IPDP) DOE Template	81
6.9	Curriculum Development/Frameworks (PDP) Request Form.....	85
6.10	In-District Professional Development Evaluation Form.....	86

Student Services

6.11	504 Accommodation Plan.....	87
6.12	Change of Grade Form	89
6.13	Individualized Education Program (IEP) Administrative Data Sheet	90
6.14	Individual Student Success Plan	91
6.15	Report of Child(ren) Alleged to be Suffering from Serious Physical or Emotional Injury by Abuse or Neglect (DSS Mandated Reporter Form)	92

Other District Forms

6.16	Application for Use of School Facilities.....	94
6.17	Equipment/Material Use Form	95
6.18	Field Trips, Excursions, and Other Student Trips Form.....	96
6.19	Field Trip Permission Slip	97
6.20	Fundraising Request Form.....	98
6.21	Grant Proposal Procedure/Guidelines.....	99
6.22	Grant Pre-Approval Form.....	100
6.23	Disposal of Equipment.....	101
6.24	Lesson Plan Design and Template.....	102
6.25	Criteria for Evaluation of Instructional Material	104
6.26	Telephone Reference List	106
6.27	Teacher Request for Salary Column Change.....	111
6.28	Teacher Evaluation Process	112
6.29	Faculty Handbook Signature Page.....	138



Section 1

District Information

1.1 Statement of Publication Purpose

The purpose of this publication is to provide information for the guidance of all faculty members of the Plymouth Public Schools. It is provided to you for immediate reference on an annual basis and should be read carefully and completely. The information and items contained herein may be changed from time to time as new conditions arise, experience suggests, or new laws and regulations dictate.

As such, this publication is intended to both stand alone and to complement other documentation issued to faculty and administrators of the Plymouth Public Schools such as the *Plymouth School Committee Policy Handbook*, curriculum guides, staff crisis manual, collective bargaining agreements, and the like.

Faculty and administrators are directed to thoroughly read the *Plymouth School Committee Policy Handbook*. The handbook is issued separately to each staff member.

Periodically, individual policies are revised and new policies added for which faculty members are requested to appropriately update their individual copies.

1.2 Educational Vision

The school system's vision is that the Plymouth Public Schools will be recognized nationally as an outstanding school district. Our goal is to graduate confident, critical thinkers, productive and creative lifelong learners, and socially responsible, engaged citizens capable of adapting to change in a technologically advanced and multicultural society.

In today's society our children are continuously excited by new and challenging stimuli; adaptability to change, therefore, becomes a paramount objective of learning.

The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of self, fellow humans, and the world around us.

The school system must continually strive to create, implement, and improve programs that are compatible with traditional curricula and provide opportunities for innovation in teaching and learning. When accomplished, each child will then come to realize more fully his/her own potential as an individual and be better prepared to appreciate and act responsibly in the society in which he/she lives.

1.3 Mission Statement

In partnership with parents and the community, the Plymouth Public Schools is committed to providing a comprehensive educational experience that is high quality, challenging, and enables each student to develop and maximize individual potential. Our schools will foster a positive and collaborative environment that encourages and affirms academic achievement and personal excellence and inspires all students to make a positive contribution to society.

1.4 Core Beliefs

We believe that every student should become a(an):

- Effective Communicator
 - ✓ Speaks effectively
 - ✓ Writes effectively
 - ✓ Articulates thoughts clearly and concisely
- Independent Thinker
 - ✓ Demonstrates curiosity and inquisitiveness
 - ✓ Reflects on actions and performance
 - ✓ Maintains self-motivated approach
- Problem Solver
 - ✓ Shows evidence of creative thought
 - ✓ Constructs meaning
 - ✓ Makes and evaluates decisions using a variety of thinking strategies
- Responsible Citizen
 - ✓ Takes part in service learning
 - ✓ Assumes responsibility for own actions
 - ✓ Exhibits integrity and compassion
- Self-Directed, Life-Long Learner
 - ✓ Seeks and accepts new challenges in learning
 - ✓ Applies prior knowledge and processes to construct new knowledge
 - ✓ Follows goal-oriented actions
- Valuable Collaborator
 - ✓ Works well with others
 - ✓ Acknowledges and contributes ideas, suggestions and effort
 - ✓ Receives, interprets and responds to communication

1.5 School Hours

School Hours	<i>Doors Open for Students</i>	<i>School Day Begins</i>	<i>Dismissal Begins</i>	<i>Half-Day: Early Dismissal</i>
Preschool (AM)	-	9:15 A.M.	11:45 A.M.	-
Preschool (PM)	-	12:45 P.M.	3:15 P.M.	-
Kindergarten (AM)	-	9:05 A.M.	11:35 A.M.	-
Kindergarten (PM)	-	12:50 P.M.	3:20 P.M.	-
Elementary	8:50 A.M.	9:05 A.M.	3:25 P.M.	1:05 P.M.
Middle	8:02 A.M.	8:12 A.M.	2:40 P.M.	11:55 P.M.
High	7:10 A.M.	7:20 A.M.	2:00 P.M.	11:05 A.M.

School Year Calendar -- For the current School Year Calendar, refer to the Plymouth Public Schools' website www.plymouth.k12.ma.us and click "calendar (school year)."

1.6 Cancellation of School

“No School, All Schools, All Day” announcements are made on:

- Radio Stations: WPLM (99.1 FM), WQRC (99.9 FM), WATD (95.9 FM)
- Television Stations: Channels 4, 5, 7, 56, and Fox 25 will be notified no later than 6:00 A.M.
- Media Websites: <http://www.myfoxboston.com/>, <http://boston.cbslocal.com/station/wbztv/>, and <http://www1.whdh.com/>
- Automated Telephone Notification Service (if operational)

Other “No School” announcements

In some instances cancellations may be by:

- School(s) within the school system
- Grade(s) within the school system
- Half day (or other partial time period)

The announcements for these situations will specifically state the school(s) and/or grade(s), and the type of cancellation.

Delayed Opening

- The school(s) of the school system so affected will be specifically noted.
- The delay will be specifically stated.
- School buses will be delayed in accordance with the delayed opening (e.g., for a two hour delayed opening, the buses will pick up the students two hours later than the normal pick up time).
- When there is a delayed opening, the morning Kindergarten sessions shall be canceled for that day.
- Dismissals on a delayed opening day will be at the regularly scheduled times.
- During the delay on the delayed opening day, the weather and other conditions will be re-examined to determine if school should be in session on that day.

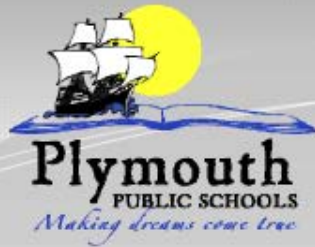
All decisions relative to this issue are made with the safety and well being of all students.

1.7 Staff/Telephone Directory

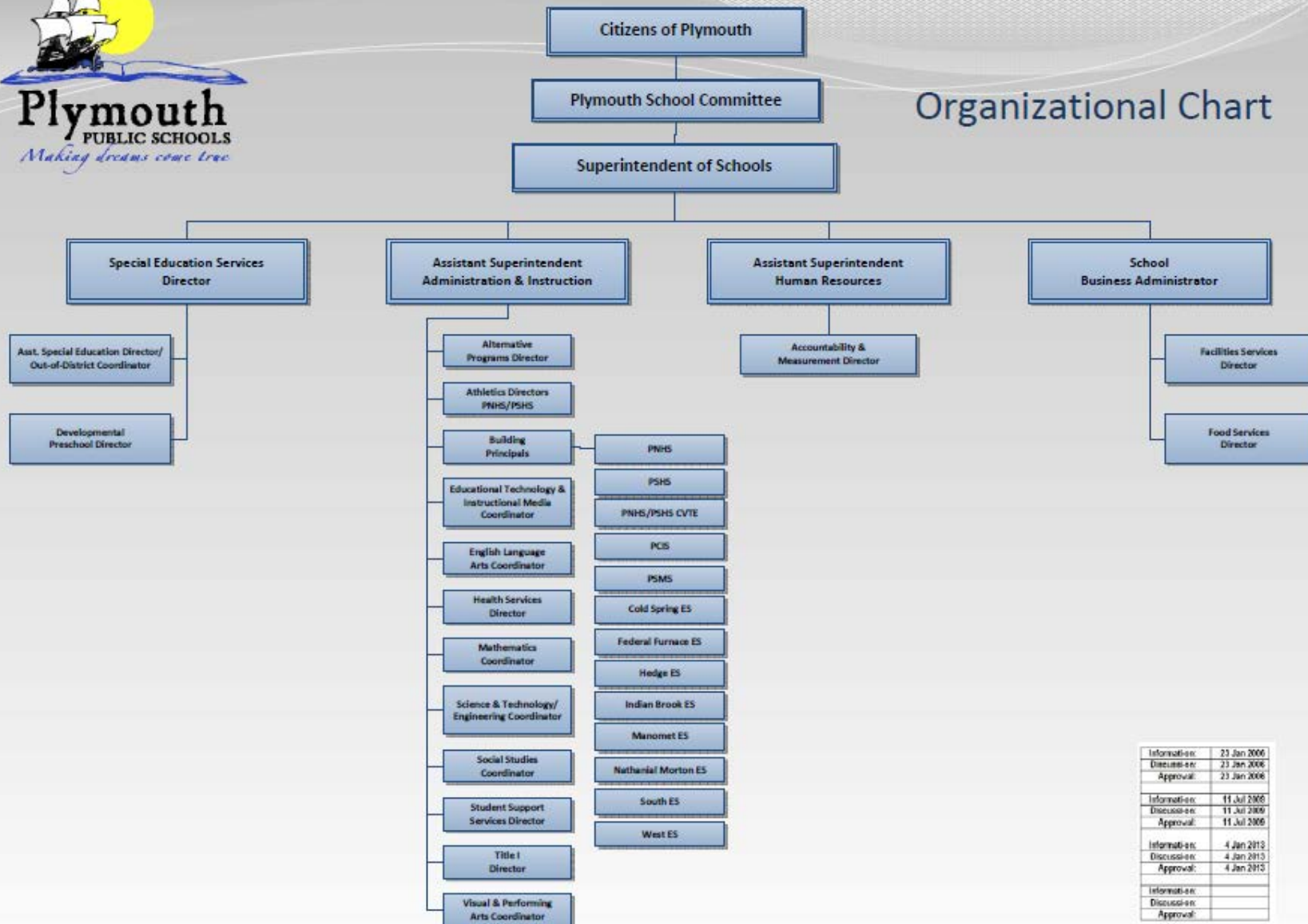
An all-District staff list can be found at: <http://www.plymouth.k12.ma.us/page.cfm>. Staff for individual buildings can also be found on each building's website. From the district website: www.plymouth.k12.ma.us, each school can be found in the "Schools" dropdown list.

Directions to Schools:

Maps and directions to schools and central office can be found on the Plymouth Public Schools' web page. The URL is www.plymouth.k12.ma.us.



Organizational Chart



Information:	23 Jan 2006
Discussion:	23 Jan 2006
Approval:	23 Jan 2006
Information:	11 Jul 2006
Discussion:	11 Jul 2006
Approval:	11 Jul 2006
Information:	4 Jan 2013
Discussion:	4 Jan 2013
Approval:	4 Jan 2013
Information:	
Discussion:	
Approval:	

1.9 Roles and Responsibilities

The School Committee's role is to deliberate and to establish broad policies for governing the School District, approve the operating budget, and hire the Superintendent. The School Committee delegates authority to the Superintendent who directs and oversees the operations of the District in a manner consistent with these policies. Accordingly, the Superintendent is held accountable to the School Committee for compliance with its policies.

Administrative regulations consistent with School Committee policies are developed by the Superintendent in cooperation with affected or interested staff members or citizens.

The Superintendent is empowered to assign and use resources; employ, promote, discipline, and deploy staff; translate policies of the School Committee into action; speak as an agent of the School Committee; organize and delegate administrative responsibilities; and exercise such other powers as are customary for the Superintendent.

All employees of the District are under the general direction of the Superintendent. Teachers are immediately responsible to the principal of the building in which they work. Other employees are immediately responsible to the administrative personnel under whom they work directly.

The obligations, duties, and responsibilities of all administrative and supervisory personnel is set forth in job descriptions approved by the School Committee.

From time to time, problems and new questions arise for which no specific policy has been prepared. The Superintendent and members of the administrative staff are to act in a manner consistent with the existing policies of the School District and alert the School Committee to the possible need for additional policy development.

1.10 Statement of Expectations for Licensed Staff

Beyond the expectation and individual commitment to adhere to and foster the Mission of the Plymouth Public Schools, there are other guidelines that all staff at all levels in all buildings are expected to follow. Implementation of these guidelines is the responsibility of all staff.

Minimum System Expectations - General

As appropriate to the various jobs performed by staff members in the school district, the minimum expectations include, but are not necessarily limited to, the following:

1. Maintain excellent attendance to ensure the success of our students. Consistent attendance of teachers is essential to providing education of the highest possible quality to the students. Therefore any excessive absenteeism or unusual pattern of absence by a teacher is contrary to the best interests of our students and our school district.

2. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided by the district.
3. Prepare for classes assigned and show written evidence of preparation upon request to the immediate supervisor.
4. Encourage students to set and maintain high standards of classroom behavior.
5. Provide an effective program of instruction in accordance with the adopted curriculum and consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
6. Strive to implement by instruction the district's philosophy of education and to meet instructional goals and objectives.
7. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Maintain records as required by law, district policy, and administrative regulations.
9. Make provisions for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
10. Annually review and adhere to properly promulgated policies established by the School Committee.
11. Assist in upholding and enforcing school rules and administrative regulations.
12. Attend and participate in faculty and department meetings.
13. Cooperate with other members of the staff in planning instructional goals, objectives, and methods.
14. Assist in the selection of books, equipment, and other instructional materials.
15. Work to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students. Staff is expected to exhibit the appropriate "*Commitment to the Student*" and "*Commitment to the Profession*" as expressed in the Code of Ethics of the Education Profession.
16. Perform related duties as assigned by the administration in accordance with district policies and practices.

Duties and Responsibilities - General

Daily Procedures

1. Opening exercises, including a flag salute, should be conducted every morning. According to M.G.L. 71, Section 1A, a period of silence is required daily.
2. Accurate attendance and/or lunch counts will be taken as soon as possible every morning.
3. During the first two weeks of school, the student handbook and bus safety procedures will be reviewed.

Supervision of Students

1. Classroom supervision: School personnel are legally responsible for students, who must be supervised at all times. Students should never be left in an unsupervised situation. In an emergency, call the office for assistance.
2. Supervision throughout the building: Maintaining an atmosphere conducive to optimal learning is essential. Teachers are expected to take corrective action upon observing inappropriate student behavior, wherever it is seen.
3. Supervision during assemblies and special programs: These events are an extension of the classroom. Teachers are to accompany their classes and stay within close proximity so as to ensure proper behavior and safety.
4. Injuries/Illnesses: Staff, as well as student injuries and illnesses occurring in school, are to be reported to the school nurse/health aide as soon as possible. Health personnel are to contact the administration when necessary.
5. Corridor passage: Quiet, unobtrusive movement throughout the building is standard procedure.
6. Work area: Students are to leave their work areas neat for other students or for custodial cleaning.

Fire Regulations/Emergency Procedures

Staff is expected to:

- be familiar with current fire regulations and to comply with such regulations in their assigned areas.
- post evacuation routes in all classrooms.
- maintain silence in a quick, orderly evacuation.
- upon arrival in the waiting area, call a class roll using a listing from the rank book.
- be familiar with and frequently review building procedures for evacuation.
- reference *Staff Crisis Manual* – section Fire/Explosion

Record Keeping

1. Lesson Plans/Substitute Packets: Lesson plans are to include the state curriculum standard number(s), objective of the lesson, materials needed, brief statement of procedure, and the assessment. Also required are substitute teacher packets containing schedules, class lists, seating plans, and any other information which will facilitate and foster a substitute's effective control and instruction. Homework guidelines can be found in the student handbook.
2. Rank Books: Teachers shall maintain a rank book/computerized records which should include as much significant objective data on each student that provides the basis and justification for his or her grades. Please refer to School Committee Policy 5.7.

3. Appearance and information will be professionally presented. Comments are strongly encouraged and are to be stated in a positive manner whenever possible.
4. Student transcripts will be stored in the office files at all times, and may be signed out for the review of data. Transcripts must be returned to the office nightly and must never leave the building.

Field Trips

Field Trips must be of an educational nature. Teachers should have a specific curriculum goal in mind when planning and making arrangements for such trips. All groups need to have proper supervision with at least a 10:1 ratio. The proper format for permission forms will be used. (School Committee Policy 9.23)

Personnel Procedures

1. Notification of Personal Absence: It is recommended that all faculty members use *Aesop*. If *Aesop* is not available, the teacher should call the building administrator.
2. Faculty and staff will abide by the Tobacco Use Policy of the School Committee. Please refer to School Committee Policy 5.10 and MGL Chapter 71, Section 37H.
3. Faculty and staff are encouraged to speak openly and freely with their supervisors regarding suggestions, complaints, or concerns. In most cases, if an employee has a job-related problem, question, or complaint, it should be discussed with the supervisor. If the employee is not satisfied with the proposed solution or if the problem lies with the employee's supervisor, then the situation may be presented, orally or in writing, to the next level of management.

If the matter still is not resolved satisfactorily, the employee may present the complaint to Human Resources, which will render an objective analysis of the situation and options. At any time, employees may seek the advice and guidance of their Association.

Equipment, Supplies, Etc.

1. Use of Instructional Equipment: Damages and malfunctions must be reported immediately to the appropriate person. Each faculty member is also responsible for the proper and timely return of all equipment not permanently housed in her/his area. Students must not be allowed to handle any equipment deemed potentially harmful to children.
2. Use of Office Equipment: The principal will determine practices regarding the use of all office equipment.
3. Use of Supplies: Care must be taken to conserve all school supplies. Teachers are to be discriminating as to what is selected for their classroom use. Students must be taught to use supplies wisely. Supplies are for educational purposes only.

Policy Statement on the Use of Electronic Media

1. No electronic media may be brought into a school without the prior approval of the appropriate supervisor (coordinator, department chairman, principal). Lesson plans must include the name of the media to be used with an indication as to its place within the curriculum.
2. In addition to the requirement that all materials must be previewed before use, caution must also be exercised in the choice of feature films with a "PG" or "PG13" rating. In no instance should an "R" rated film be shown, nor should a "PG13" film be shown to students under 13 years of age.
3. There shall be no copying of electronic media.
4. To avoid excessive booking, no media should be booked for more than three days at a time unless for a specified and approved unit of instruction.
5. Off-air recording should be done through school facilities wherever possible. If school materials are used, the recorded media remains the property of the school system and is housed in the IMC for the duration of the copy period.

Use of Communication Systems

1. School Intercom: The intercom will be used by administrative and secretarial staff unless specific programs or announcements warrant use by other staff or students, whereupon arrangements will be made through the office.
2. Telephone: Parent-teacher communication via notes and telephone is strongly encouraged. Personal calls, both incoming and outgoing, unless of an emergency nature, are discouraged. Generally, office phones will be used by secretarial and administrative personnel only. All long distance (toll) calls are to be logged at the time of the call. All calls are to be kept as brief as possible. Students are not to use the phone without office permission.
3. Staff Mailboxes: Staff mailboxes are intended for distribution of school information to personnel. Any exceptions must be cleared with the principal/designee.

Building Security

1. In order to prevent unauthorized persons from entering the building, all exit doors, other than a main entrance, are to be kept closed and locked at all times. Classroom doors are to be firmly closed after exiting during a drill.
2. Personal Property: All staff are responsible for the security of their personal property.
3. In the schools where identification badges are available, employees are expected to wear them at all times.

1.11 Code of Ethics of the Education Profession

Adopted by the NEA 1975 Representative Assembly

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I - Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

1.12 Family and School Partnerships

Family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. The Plymouth Public Schools (PPS) is committed to building strong partnerships among home, school, and community.

Here are some examples of activities that schools offer to engage families in student learning:

- individual parent-teacher conferences (upon request);
- workshops on the subjects children will learn and how to help children at home;
- home reading programs;
- special events, such as Math and Literacy Nights;
- opportunities to volunteer in classrooms, fundraising activities, and fun events;
- opportunities to attend and participate in School Council and other parent school organizations

School Councils

Every Plymouth Public School has a School Council that consists of parents of students attending the school, teachers, the principal, and representatives from the community. School Councils at the high school level include student representatives.

The responsibility of the School Council is to assist the principal in:

- Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
- Identifying the educational needs of students attending the school
- Reviewing the annual school building budget
- Formulating a school improvement plan

It is expected that for any school that contains grades nine through twelve, the School Council shall review the student handbook each spring to consider changes in disciplinary policy to take effect for the following school year.

Other Groups for Parents

In addition to the School Council, the Plymouth Public Schools has groups for parents whose children have disabilities (Special Needs Parent Advisory Council) and whose children receive Title I services.

Also, many of our schools have a PTA, PTO, or HSA. These groups provide valuable resources and opportunities for children and families. We encourage parents to become involved in both district-wide and school-based organizations.

The Plymouth Family Network (PFN) provides support to families with children under the age of four and expectant parents living in the town of Plymouth. For more information contact the PFN by phone at (508) 830-4444 or by email at pfn@plymouth.k12.ma.us. You can also visit the webpage at: <http://www.plymouth.k12.ma.us/page.cfm?p=73>.

The Plymouth Community Partnerships for Children (PCP) program, funded by the Department of Education, provides comprehensive services for preschool age children and their families. For more information contact the PCP at (508) 830-4347.

1.13 Emergency Protocol

Plymouth Public Schools believes that maintaining a safe work environment is of utmost importance. Employees are responsible for working safely and helping to prevent accidents and injuries. Federal and State occupational safety regulations detail the District's responsibilities for maintaining a hazard free working environment. Employees are responsible for reporting unsafe conditions directly to the building principal or Assistant Superintendent of Human Resources and for avoiding unnecessary risks. All employees are responsible for adhering to Plymouth Public Schools District's safety rules, policies, and procedures that are in effect. Employees, who are not sure of a safety procedure, should ask a supervisor.

Staff Crisis Manual

The Staff Crisis Manual is intended to be a first step towards a coordinated response to an event. Each staff member should have a manual in his/her classroom, located in file on the wall near the exit; and each staff member should familiarize himself/herself with the contents and his/her responsibilities.

Should a crisis occur, only the superintendent or designee is responsible for all communication to the public and/or media.

The Staff Crisis Manual includes protocols for the following events:

- Bomb Threat
- Buddy Teachers
- Choking Child/Adult
- Emergency Bags
- Evacuation Procedure
- Facilities Malfunction
- Field Trip Protocol
- Fights/Group Violence
- Fire/Explosion
- Hazardous Material Accident
- Hostage Situation/Violence/Weapons
- Lockdowns
- Medical Emergency Protocol
- Missing Student
- Radiological Emergency
- School Bus Accident
- Sexual Assault
- Stranger/Intruder In Building
- Student/Staff Death
- Suicide Intent/Attempt
- Suspected Drug/Alcohol
- Universal Precautions/Blood-Borne Pathogens

If an employee is injured or experiences a medical emergency during the school day, he/she should contact the school nurse. The school nurse will provide first aid/emergency care and appropriate referral as well as assist in filing the required accident/injury claim with Massachusetts Inter-local Insurance Association (MIIA).

Medical Alert Information

If a student has a documented special health care need or diagnosis such as diabetes, a life threatening allergy, or asthma, he/she may require medical assistance during the school day. Additionally, a student's medical condition may affect his/her ability to participate in class. For these and other reasons an "@" symbol is located next to the student's name on the teachers class/homeroom list. It is the teacher's responsibility to go to the school nurse to learn about the student's special health care need. The student should be sent immediately to the school nurses if and when medical assistance is necessary. This information is confidential and shared by the school nurse with faculty on a need to know basis only.

In some instances, a student's special health care need may require the School Nurse to develop an Individualized Health Care Plan (IHCP) or Emergency Action Plan. The School Nurse will share this information with the teacher and request the teachers input into the plan when appropriate.

Automated External Defibrillators (AED)

Automated External Defibrillators are available in public areas of every school building and are accessible to the general public in the event of a cardiac emergency in the building when school is not in session.

Student Medication

Please be aware of the policy of the Plymouth Public Schools that all prescription and over the counter medications (e.g. Tylenol, Advil etc) are administered during school hours only by the registered nurse and when a current physician order and the parent/guardian consent are on file in the nurse's office. Medications are administered in the nurse's office only.

There are however, special situations defined by state law when a student may carry and administer his/her own medication (self-administration) due to a specific medical need such as asthma, diabetes, cystic fibrosis and a life threatening allergy. Self-administration is determined by the school nurse and parent in accordance with the district's medication policy. When this determination is made, the school nurse will notify the appropriate staff.

If you have concerns regarding a medication a student is receiving, please see the school nurse.

1.14 Wellness Policy

General Policy Statement

The Plymouth Public Schools recognize the important relationship between wellness and academic success, not only for students, but the entire school community. The intent of this policy is to outline the district's on-going commitment in support of wellness in the areas of nutrition, physical activity and other school-based activities that promote health and wellness.

Using Section 204 of Public Law 108-265 – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004, 105 CMR 225.000: Nutrition Standards for Competitive Foods and Beverages in Public Schools, and recommendations by the Massachusetts Departments of Education and Public Health, the following beliefs guide our efforts:

1. Communication with parents/guardians, staff and students is essential. We will seek opportunities, to educate the school community on trends and information related to health and wellness. We encourage community partnerships that assist the district in this effort.
2. Consistent with current federal and state nutrition regulations, the Plymouth Public Schools will continue to increase the availability and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value during regular school hours.
3. Opportunities for physical fitness, both structured (K-12 physical education curriculum) and activity (recess, movement, extracurricular activities and sports teams/clubs) will be supported and strongly encouraged. Again, the Plymouth Public Schools encourage community partnerships that assist the district to support an active, healthy community of learners.
4. Educational opportunities for staff to share best practices which incorporate activity and wellness across the curriculum will be offered. Encouraging a healthy lifestyle for school employees further supports the overall objective of a healthy school community.
5. The Plymouth School Committee is aware of the Wellness Policy Procedural Guideline and supports their implementation and monitoring.

***For Wellness Policy Procedural Guidelines see School Committee Policy 6.14.**

1.15 Educational Access Channel Information

Channel 14 or Channel 45 (depending on the cable provider) are the Educational Access Channels in Plymouth. Schools are invited to submit videos and other productions to the channel lineup. Below are some FAQ's.

What is the purpose of Channel 14 and 45?

Comcast and Verizon Cable has provided channels for educational use. Comcast and Verizon has also provided Channel 13 and 44 for public access shows and Channel 15 and 46 for government access events such as Town Meeting, Board of Selectmen, Fin Com and the town bulletin board. Channel 14 educational programming consists of 24 hour programming to the town. Plymouth School Committee meetings are broadcast live and replayed at times on Channel 14 and 45. Committee meetings typically are held, September through June, on the first and third Mondays of the month at 7:00 P.M. Meetings are less frequent in the summer.

What kind of material may be submitted to the channel?

Any school related events and productions for parents, students and the community at large may be submitted. Typical events and productions include school concerts, theater performances, sporting events, award ceremonies, meetings, assemblies, and school news shows. Informational videos and educational content can also be submitted for this channel.

How do I submit Channel 14 and 45 programming from my school?

Please contact the Educational TV Specialist to find out how to get your school productions and events on the channel. Phone Number: 508-649-9779.

How long does it take for an announcement to air?

Events are shown weekly, playing twice a day, depending on volume of material received. Usually airing the program a total of 14 times to the public. This includes mornings and evenings so that everyone has a chance to watch the programming.



Section 2

Employment

2.1 Job Postings

Plymouth Public Schools encourages qualified employees to apply for other positions within the District and posts available positions on the Plymouth Public Schools website at the following link: <http://www.plymouth.k12.ma.us/page.cfm?p=2515>. All internal only positions can be found on the Plymouth Public Schools website at the following link: <http://www.plymouth.k12.ma.us/page.cfm?p=3084>. Applicants are encouraged to apply online utilizing www.schoolspring.com or by completing an application online at: <http://www.plymouth.k12.ma.us/page.cfm?p=2515>. All applications, including current staff, are reviewed in the same pool. The district selects the candidate it believes is best suited for the position.

2.2 Hiring Procedures

All applicants interviewed are required to complete an employment application. The district requires a complete Criminal Offender Record Information (CORI) check prior to hiring and every three years thereafter. In addition, effective July 1, 2013, all applicants are required to submit to a national criminal background check by submitting your fingerprints. Employment offers by the district are confirmed in writing by the Human Resources Department in the form of a contract. New employees will be asked to bring documentation proving identity and eligibility to work in the United States (passport or driver's license and social security card are the most common documents used). This information is used to complete an employee's I-9 form.

If an employee is eligible for benefits, the information will be provided by the Benefits Coordinator. All appropriate applications for benefits must be completed within 30 days of the date of hire. It is the employee's responsibility to make sure that all paperwork has been completed, signed, and returned to the Human Resources Department prior to the first day of employment.

2.3 Benefits

We offer the following optional deductions:

- a) Insurances
Health, Dental, Life, Accident, Long Term Disability, Short Term Disability, and Cancer
New employees are enrolled at date of hire at a 20% employee contribution rate. Deductions for benefits are prepaid on a monthly basis. Please see information booklets and rate sheet.
- b) Direct Deposit - To the bank of the employee's choice, savings and/or checking accounts, any fixed amount or the net amount of check. Forms are available at each school building main office.

- c) Tax Deferred Annuities – Salary reduction agreements are available from Payroll.
- d) Sec. 125 Cafeteria Plan - Group health insurance premium is deducted on a pre-tax basis at no cost to the employee unless directed otherwise. Medical and childcare pre-tax deductions are available through Cafeteria Plan Advisors. Employees should phone 1-800-544-2340 for enrollment information.
- e) Plymouth Fitness- Membership dues can be set up as a payroll deduction. Employees should contact the club directly at 508-746-7448 for enrollment information. The club is located on Aldrin Road in the Plymouth Industrial Park. Schedules, service descriptions, and a virtual tour can be seen at: www.accessfms.com.
- f) Employee Assistance Program – This is a confidential counseling service providing professional help to employees and their family members for any type of personal problem. For information, call 1-800-544-2340.

Note: Enrollment in any of the insurance programs must be made within the employee's first 30 days of employment; otherwise an employee will not be eligible to enroll until the annual open enrollment period, or another qualifying event.

Employees should contact the Benefits Coordinator if they are interested in any of the optional deductions/benefits.

It is the employee's responsibility to provide the Payroll and Human Resources Departments with current address and phone information. All changes must be submitted in writing to those departments.

2.4 Course Reimbursement

1. The Committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by staff members and administrators who attend professional or educational conventions, meetings, conferences, seminars, institutes and other related assemblies, worthy civic functions, workshops, or other professional improvement sessions at the request and/or with the advance approval of the Superintendent and/or Committee.
2. The School Department will reimburse certified teachers and nurses for eighty percent (80%) of the costs assessed by the provider, not including travel, room, board, books, and materials, of up to three (3) academic courses of up to four (4) semester hours each per fiscal year satisfactorily completed. In the event that a course is more than four (4) semester hours, the employer will reimburse the employee for eighty percent (80%) of the cost of only four (4) of those semester hours. The maximum amount of reimbursement an employee may receive per fiscal year to (July 1 through June 30) shall be one thousand two hundred and fifty dollars (\$1,250.00).

3. All courses and degrees must be from an accredited institution, designed to improve his/her performance in his/her particular assignment. For further requirements consult the bargaining unit contract.

2.5 Evaluations

Evaluations occur according to the bargaining unit contract. See Section 5 for evaluation information and Section 6 for the full document.

2.6 Leave Reports

Teachers and administrators receive leave reports from the Payroll Department in the fall indicating the current salary and balance of accumulated sick days and personal days.

2.7 Leaves of Absence

Plymouth Public Schools District may, at its discretion, permit leaves of absence without pay on a case-by-case basis to its employees. Employees are otherwise entitled to leaves of absence as required by state or federal law as in effect and to the extent applicable to the District.

Family and Medical Leave Act

The Family and Medical Leave Act of 1993 requires that eligible employees be given up to 12 weeks of unpaid, job protected leave during any 12 month period for the birth and first-year care of a child; the adoption or foster placement of a child; the serious medical condition of the employee's spouse, child, or parent; the employee's own serious medical condition; or any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;". Both the employer and the employee have certain rights under the act. The Human Resources Department can be contacted for further information.

Maternity Leave

Consult bargaining unit contract language for options.

2.8 Leaving Employment

Either the teacher/administrator or the district may elect to end the employment relationship. Upon termination of employment, the employee is responsible for returning any and all property of the district, including but not limited to keys, documents, computers, computer files, and equipment. On termination of employment, supervisors should be given access to necessary computer files and programs including passwords for email, voicemail, etc. There are two primary categories in which an employee may leave employment; voluntary and involuntary.

Voluntary

Voluntary terminations include resignations, retirement, failure to return from leave, failure to return to work without any notification to the district, and completion of a contract. **A resigning teacher is required to give thirty (30) days notice.**

Retirement

Employees considering retirement are asked to schedule an appointment with the Benefits Coordinator as soon as possible, preferably 90 days prior to the proposed retirement date. The District provides retiree medical benefits based on the current contract. Retiree's benefits may be modified at any time without prior notice. Further information on retiree benefits is available from the Benefits Coordinator.

Involuntary

Involuntary terminations include layoffs and terminations for disciplinary reasons.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) is a law passed by Congress in 1966 that helps to protect a person's rights to health coverage during events such as changing or losing jobs, pregnancy, moving, or divorce. HIPAA is not an insurance policy. More information can be found at www.cms.gov/HIPAAGenInfo/ or by contacting the Human Resources department.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods of time under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the

entire premium for coverage up to 102 percent of the cost to the plan. More information can be found at <http://www.dol.gov/dol/topic/health-plans/cobra.htm> or by contacting the Human Resources Department.

2.9 Licensure and Recertification

It is the responsibility of all employees to maintain an appropriate and current Massachusetts Department of Elementary and Secondary Education license. Please consult Massachusetts Department of Education website at http://www.doe.mass.edu/educators/e_license.html or call (781) 338-6600 for assistance. A copy of an employee's up-to-date license must be submitted to the Assistant Superintendent of Human Resources.

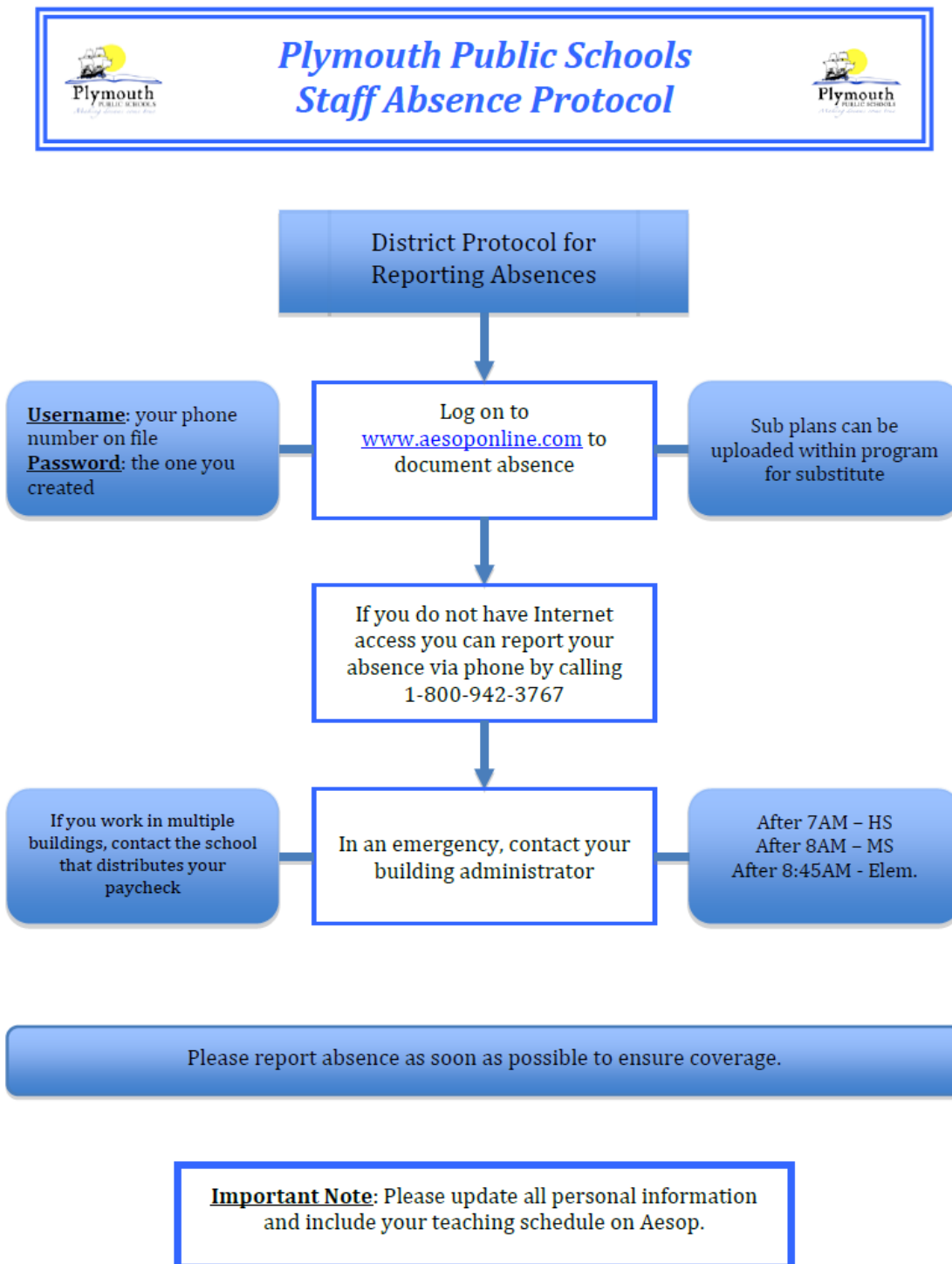
2.10 Personnel Records

Plymouth Public Schools maintains personnel records for payroll administration and other important purposes. It is important to keep these records up to date. Employees must notify Human Resources in writing of any changes in address, phone numbers, licensure, emergency contacts, or other applicable family or beneficiary information.

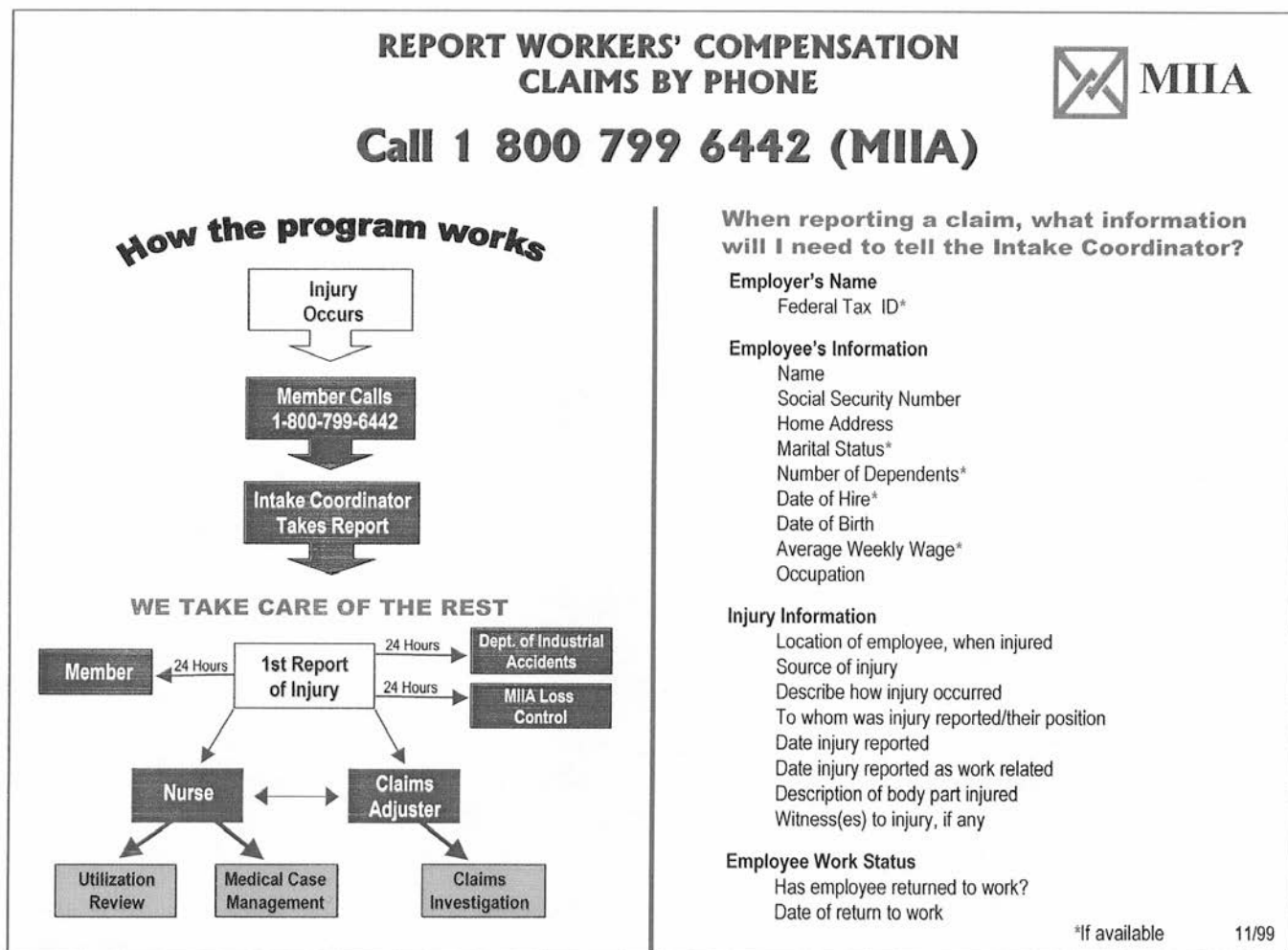
Employees who wish to change the number of dependents listed for income tax purposes should complete a new W-4 form, available in the Human Resources office.

Personnel files are the property of the district. Employees may review their personnel file by submitting a written request to the Human Resources office. That office will schedule an appointment during normal business hours for the employee to review the file. The employee may request copies of the material in the file from the Office of the Assistant Superintendent of Human Resources.

2.11 Substitute Coverage



2.12 Worker's Compensation MIIA Information Sheet



The Employee Assistance Program is a confidential counseling service providing professional help to employees and their family members for any type of personal problem. For information, call 1-800-451-1834.



Section 3

Policies, Laws, and Regulations

This section includes frequently referenced policies. It is important for staff to read and be familiar with all of the policies of the Plymouth Public Schools. All policies are contained in the Plymouth School Committee Policy Handbook.

3.1 Acceptable Use Policy: Staff Technology (AUP)

Plymouth Public Schools provides Internet access for educational purposes for their students, ensuring that students develop global communication and 21st century skills.

Plymouth Public Schools filters the Internet in compliance with the Children's Internet Protection Act (CIPA). The combination of the filter, appropriate student use, and teacher supervision ensures safe access to the Internet. However, we still cannot guarantee that your child will not find material on the Internet that may be considered objectionable. Student use of the network is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

1.0 District Responsibilities

- 1.1 The Coordinator of Educational Technology and Instructional Media (CETIM) will oversee access to the network and will establish processes for the following: authorization for software installation; back-up and archiving of databases; virus protection; and compliance with.
- 1.2 The Principal or designee will maintain signed user agreements, and be responsible for enforcing the Technology AUP.
- 1.3 When using the Internet for class activities, teachers will make every attempt to preview and select material appropriate to the students and relevant to the course objectives. Teachers will provide guidelines and resources to assist their students in developing the necessary critical thinking skills to access online information.

2.0 Access to the System

- 2.1 The Technology AUP will govern all utilization of the network. Student use of the system will also be governed by applicable sections of the Plymouth School Committee Policy Handbook and the Student Handbook.
- 2.2 Students will have access to the Internet through the District's networked computers. Parents/Guardians may specifically request that their children not be provided such access by checking the appropriate box on the signature page of the AUP and returning it to their child's school. Upon receipt of that form, Plymouth Public Schools will make its best effort to restrict all Internet access. However, there can be no guarantee that a student can be restricted at all times.
- 2.3 Students will have access to second generation and subsequent generations of the World Wide Web that allow students to collaborate and share online. Students will be educated about appropriate behavior, including cyber bullying awareness and response (See Plymouth Public Schools Anti-Bullying Policy 6.15), instant messaging, inappropriate texting and interacting with other individuals on social networking sites and in chat rooms.
- 2.4 Students should not use the following without authorization:
 - Social Networking
 - Instant Messenger
 - Chat Rooms
 - Personal Wireless Devices

3.0 District Limitation of Liability

Plymouth Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its network will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service, or personal physical, psychological, or monetary damages. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for unauthorized financial obligations arising through the use of the system.

4.0 Due Process

- 4.1** When using the network, the user agrees to take full responsibility for his or her actions. The Plymouth Public Schools will not be held liable for the actions of anyone connecting to the Internet through this network. Therefore, all users shall assume full liability, legal, financial, or otherwise, for their use of the network.
- 4.2** Violations of the Technology AUP can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the Administration of the Plymouth Public Schools and/or Town, County, State or Federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include suspension or expulsion.
- 4.3** Any question or allegations concerning adherence to the Technology AUP should be brought to the attention of the CEITM.

5.0 Search and Seizure

- 5.1** The network is the property of the school department and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files on network.
- 5.2** An individual search will be conducted if there is suspicion that a user has violated the AUP, the law or the disciplinary code. The nature of the investigation will be in the context of the nature of the alleged violation.

6.0 Unacceptable Use

The user of the Plymouth Public Schools Internet connection and network becomes an extension of the Plymouth Public Schools and is expected to abide by the rules set forth in the Student Handbook where applicable. Inappropriate behavior will not be allowed. The user will not use computers / Internet for any purpose that is inconsistent with the educational purpose intended, such as, but not limited to:

- using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language
- engaging in personal attacks, including prejudicial or discriminatory attacks
- knowingly or recklessly posting false or defamatory information about a person or organization or posting information that could cause damage or disruption. This includes, but is not limited to, the posting of broadcast messages or other actions that cause congestion of the network or interfere with the work of others.

- installing unauthorized software or downloading unauthorized software from a remote location or joining listserves or newsgroups without express permission of instructional staff.
- attempting to go beyond his or her authorized access, making deliberate attempts to disrupt system performance or destroy data (by spreading computer viruses or by any other means), or engaging in other illegal activities.
- disseminating passwords, codes, access telephone numbers, or account numbers to unauthorized persons.
- using the network to access or send material that is profane or obscene (e.g., pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (e.g., hate literature).
- changing in any way the configuration of a computer or network without permission of instructional staff.
- damaging or vandalizing computers, computer systems or networks.
- trespassing in other's folders, work or files or using another's password.
- intentionally wasting resources, such as paper, ink cartridges, ribbons, storage space, diskettes, etc.
- using computers / Internet to play non-educational games or other non-academic activities.
- participating in any type of teleconferencing or chat without permission of instructional staff.
- using e-mail without instructional staff permission / supervision.
- The network may not be used for personal and commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.

7.0 Safety

The safety of the Internet user is of utmost concern. Personal safety for the user means never giving out personal information such as home addresses or telephone numbers for the user or others. Users will not agree to meet with someone they have met on-line without parent/guardian approval and participation. Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or that makes them feel uncomfortable.

8.0 Web Publishing

The Plymouth Public Schools web site is designed to provide a portal to enable communication among teachers, students, staff, administration and the community, both local and global. Material posted on the District's web site must reflect the high educational standards of the Plymouth Public Schools.

To insure the safety of our students and the accuracy and security of district information the guidelines and procedures listed below must be followed:

- 8.1** No student's personal information, such as SIMS (Student Information Management Systems) data, last name, home address, and telephone number may be posted on the web site. Students must submit a signed permission form from their parent/guardian granting permission to post the student's work or picture.
- 8.2** Requests to post material on the Plymouth Public Schools' Web site must have prior approval of the Principal or designee.
- 8.3** Student directory information may not be published.

- 8.4** The creator of a home page on the District's network is responsible for insuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, etc.). The information should be factually accurate and current. If errors are observed, the CETIM or designated school page editor should be contacted to make the necessary corrections.

* It should be noted that the Plymouth Public Schools name or logo may not be used on a personal web page without permission of the Superintendent.

9.0 Plagiarism and Copyright Infringement

Existing copyright law will govern the use of material accessed through network. The user will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. All copyrighted material used must have the express written permission of the person or organization that owns the copyright.

10.0 Student Technology AUP Access Agreement

Your signature on this document is legally binding, and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

Information: October 6, 1997
 Discussion: November 17, 1997
 Adopted: November 17, 1997

REVISION 1:
 Information: April 5, 2004
 Discussion: April 5, 2004
 Approval: April 26, 2004

REVISION 2:
 Information: May 18, 2009
 Discussion: May 18, 2009
 Approval: May 18, 2009

3.2 Asbestos Hazard Emergency Response Act

The Asbestos Hazard Emergency Response Act (AHERA), a provision of the Toxic Substances Control Act, was passed by Congress in 1986. AHERA requires local educational agencies to inspect their schools for asbestos-containing building material and prepare management plans that make recommendations for the reduction of asbestos hazards.

In conformance with the Asbestos Hazard Emergency Response Act (AHERA) regulations, the Plymouth Public School Department hereby gives PUBLIC NOTICE that its school buildings contain asbestos containing materials, and further, that each of the buildings has an AHERA MANAGEMENT PLAN, which has been approved by the Commonwealth of Massachusetts.

3.3 Conflict of Interest

Any circumstance that could cast doubt or the appearance of doubt upon an employee's ability to act with total objectivity with regard to the District's interests presents a potential conflict of interest situation.

Given the complexity and diversity of the District it is not possible for a single statement to be all-inclusive and by the same token any generalization may be overly broad. Employees who have any question about whether a particular activity or transaction is permitted or prohibited by this statement should seek clarification from the appropriate supervisor.

3.4 Energy Management

Notify the appropriate principal, vice-principal, supervisor, head custodian, or maintenance person of heating, ventilation, cooling, lighting, electrical, or plumbing issues.

Heating and Cooling

- Windows. Windows should be closed.
- Doors. Exterior and vestibule doors should be closed.
- Heating & Cooling Supply Appurtenances. Radiators, perimeter heaters, unit cabinet heaters, classroom univents, air supply and return grilles, exhaust fans, etc. should be unobstructed.
- Exhaust Fans. Exhaust fans in laboratories, storage rooms, staff work rooms, utility rooms, etc. should be off when unnecessary or during student unoccupied times.

Heating

- Thermostats. Thermostats should be set at 68F – 72F during student occupied times. Thermostats should be set back to 55F when unnecessary or during student unoccupied times.
- Possibility of Freezing. Closets and cabinets with piping along exterior walls should be opened at end of the work day.
- Window Air Conditioners. Window air conditioners should be covered or removed.
- Window Treatments. Shades, curtains, blinds, etc. should be closed at end of the work day.

Cooling

- Thermostats. Thermostats should be set at 74F when necessary or during student occupied times. Thermostats should be turned off or set at highest setting when unnecessary or during student unoccupied times.
- Window Treatments. Shades, blinds, curtains, etc. should be closed.

Electricity

- Computers. Except for essential computer network servers, computers, monitors, speakers, printers, etc. should be off at end of the work day and unplugged for summer vacations.
- Office Equipment. Copiers, laminators, shredders, etc. should be off at end of work day and unplugged for summer vacations.

- Media Equipment. Televisions, stereos, radios, VCR/DVD players, etc. should be off when unnecessary or at end of the work day and unplugged for summer vacations.
- Staff Kitchen Appliances. Vending machines, refrigerators, microwave ovens, toaster ovens, coffee makers, water dispensers, etc. should be cleaned out and unplugged for summer and week long vacations.

Lights

- Unoccupied Areas. Lights in unoccupied classrooms, staff work rooms, staff dining rooms, gymnasiums, auditoriums, cafeterias, kitchens, locker rooms, office spaces, utility rooms, storage rooms, common areas, etc. should be off.
- Daylight. Lights near windows and in areas with ample daylight should be off.
- Playing Field Lights. Playing field lights should be on one hour before events begin and off within one hour after events end when daylight is not available.
- Ample Lighting. Only enough light should be on to perform work and maintain safe passage during student unoccupied times. Allow other personnel to turn on lights where they need it.

3.5 Fundraising

- 1.0 A “Request for Fundraising” form must be completed in detail by the sponsoring party, including all parent organizations (See Section 6 for form).
- 2.0 The building principal and Superintendent or his/her designee will approve or disapprove all requests for fundraising.
- 3.0 The School Committee will be notified of all fundraising activities approved by the building principal and Superintendent or his/her designee.
- 4.0 It must be understood that no fundraising activity is to interfere with the educational instruction of the children. All activities are to be considered for their educational value and be void of any commercial overtones.
- 5.0 No door-to-door sales or solicitations will be conducted by any students.

3.6 Harassment

Chapter 265: Section 43A Criminal harassment; punishment

CRIMINAL HARASSMENT – MISDEMEANOR

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000, or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or

by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

CRIMINAL HARASSMENT – SECOND OR SUBSEQUENT - FELONY

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of Section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

Harassment Complaint Procedure

If an employee feels he/she has been subject to harassment on the basis of race, color, sex, religion, national origin, handicap or sexual preference, he/she may complain to the principal of his/her school. It is the policy of Plymouth Public Schools to deal with these complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, an employee may file a written complaint with the Superintendent of Schools and/or his/her designee. The Superintendent and/or his/her designee will respond in writing within 30 days. If the individual is not satisfied with the response, he/she may take the complaint to Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148-5023 or other appropriate federal or state agency.

Sexual Harassment

1.0 INTRODUCTION

- 1.1 It is the goal of the Plymouth Public Schools to promote a workplace that is free of sexual harassment. Sexual harassment of employees occurring in the workplace or in other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated by the District.
- 1.2 Further, any retaliation against individuals for filing a complaint of sexual harassment or for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and the District has provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees.
- 1.3 Because Plymouth Public Schools takes allegations of sexual harassment seriously, the District will investigate and respond promptly to complaints of sexual harassment; and, where it is determined that such inappropriate conduct has occurred, the district will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the District's goals of promoting a workplace that is free of sexual harassment, the policy is not designed or intended to limit the District's authority to discipline or take remedial action for workplace conduct which the District deems unacceptable regardless of whether that conduct satisfies the definition of sexual harassment.

2.0 DEFINITION OF SEXUAL HARASSMENT

- 2.1 In Massachusetts the legal definition for “sexual harassment” means sexual advances, request for sexual favors, and verbal or physical conduct of a sexual nature when:
 - 2.1.1 submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions, or,
 - 2.1.2 such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment.
- 2.2 Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.
- 2.3 The legal definition of sexual harassment is broad, and, in addition to the above examples other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- 2.3.1 Unwelcome sexual advances, whether they involve physical touching or not.
- 2.3.2 Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life, comment on an individual’s body, comment about an individual’s sexual activity, deficiencies, or prowess.
- 2.3.3 Displaying sexually suggestive objects, pictures, or cartoons.
- 2.3.4 Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- 2.3.5 Disseminating sexually explicit voice-mail, e-mail, graphics, downloaded material or websites, or other sexually suggestive materials electronically.
- 2.3.6 Inquiries into one’s sexual experiences.

2.3.7 Discussion of one's sexual activities.

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by the District.

3.0 COMPLAINTS OF SEXUAL HARASSMENT

- 3.1 If any employee believes that he or she has been subjected to sexual harassment, the employee has the right to file a complaint with the District. This may be done in writing or verbally. The names, addresses and phone numbers of building level complaint managers will be posted in the main office of each school.
- 3.2 The employee has the right to discuss their concerns directly with the offending party. In addition, if an employee believes they have been subjected to sexual harassment they may file a formal complaint with either the Superintendent or the Assistant Superintendent of Human Resources, who are designated as District complaint managers. These individuals are available to discuss any concerns staff may have and to provide information to staff about the policy on sexual harassment and the complaint process.

If it is determined that inappropriate conduct has occurred, the District will act promptly to eliminate the offending conduct; and, where it is appropriate, the District will also impose disciplinary action. Interim measures may be considered during the investigation.

4.0 SEXUAL HARASSMENT INVESTIGATION

When a complaint is received, the District will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The District's investigation will include a private interview with the person filing the complaint and with witnesses. The District will also have a private interview with the person alleged to have committed sexual harassment. When the District has completed their investigation, they will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

5.0 DISCIPLINARY ACTION

- 5.1 If it is determined that inappropriate conduct has been committed by an employee, the District will take such corrective action as is appropriate under the circumstances. Such action may include, but is not limited to, counseling, training, verbal reprimand, written reprimand, suspension, demotion, and/or termination from employment.

6.0 STATE AND FEDERAL REMEDIES

6.1 In addition to the above, if an employee believes they have been subjected to sexual harassment, they may file a formal complaint with either or both of the government agencies set forth below. Using the District's complaint process does not prohibit an employee from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (300 days).

6.1.1 The United States Equal Employment Opportunity Commission ("EEOC") One Congress Street, 10th Floor, Boston, MA 02114 – Telephone number (617) 565-3200.

6.1.2 The Massachusetts Commission Against Discrimination ("MCAD") Boston Office: One Ashburton Place, Room 601, Boston, MA 02108 – Telephone number (617) 727-3990.

Springfield Office: 424 Dwight Street, Room 220, Springfield, MA 01103 – Telephone number (413) 739-2145.

Worcester Office: 22 Front Street, Fifth Floor, PO Box 8038, Worcester, MA 01641 – Telephone number (508) 799-6379.

3.7 Hazing Law and Policy

Hazing as defined in Chapter 269 under the Laws of the Commonwealth of Massachusetts is prohibited in the Plymouth Public Schools.

M.G.L. Chapter 269; Section 17 Hazing; organizing or participating; hazing defined

Whoever is the principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in Sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. (Added by St. 1985, c.536)

M.G.L. Chapter 269: Section 18 Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so

without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. (Added by St. 1985, c.536; Amended by St. 1987, c.665)

M.G.L. Chapter 269: Section 19 Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report

Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and the sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public and private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Any person(s) found engaged in hazing may be subject to suspension or exclusion dependent upon the seriousness of the hazing offense.

3.8 Integrated Pest Management (IPM)

IPM is a process for achieving long term, environmentally sound pest suppression through the use of a wide variety of technological and management practices. Control strategies in an IPM program extend beyond the application of pesticides to include structural and procedural modifications that reduce the food, water, harborage, and access used by pests.

Four Points of IPM:

1. Prevention of pest population.
2. Application of pesticides only "as needed".
3. Selecting the least hazardous pesticides effective for control of targeted pests.
4. Precision targeting of pesticides to areas not contacted or accessible to the children, faculty or staff.

3.9 Mandated Reporters

Under Massachusetts law, the Department of Social Services (DSS) is the state agency that receives all reports of suspected abuse or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DSS if they suspect that a child has been – or is at risk of being – abused or neglected.

Who is a mandated reporter?

Mandated reporters are staff members of medical or other public or private institutions, schools, or facilities, and must either notify the Department of Social Services or the person in charge of the institution, school, or facility, or his/her designee. This person then becomes responsible for filing the report. Should the person in charge/designee advise against filing, the staff member retains the right to contact DSS directly.

What are the responsibilities of a mandated reporter?

Massachusetts law requires mandated reporters to immediately make a verbal report to the Department of Social Services when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. You should report any physical or emotional injury resulting from abuse, including sexual abuse; or any indication of neglect, including malnutrition; or any instance in which a child is determined to be physically dependent upon an addictive drug at birth.

A written report must be submitted to DSS within 48 hours after the verbal report has been made. Please note that any mandated reporter who fails to make required verbal and written reports can be punished by a fine of up to \$1,000.

How to obtain more information about child abuse and neglect.

Additional information about child abuse and neglect may be obtained by calling the Massachusetts Department of Social Services Library at 617-748-2373.

3.10 McKinney-Vento Homeless Education Assistance Act

Every child without a permanent home has a right to an education.

If a child lives in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or with friends or relatives because the parents/guardians cannot find or afford housing, then the child has certain rights and protections under the McKinney-Vento Homeless Education Assistance Act.

Every homeless child has the right to

- Access the same free and appropriate public education, including a public preschool education, as provided to all other children.
- Remain in the school he/she attended before becoming homeless.
- Receive transportation to the school they attend before the family became homeless or the school they last attended if the parents or guardians request such transportation.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.

- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents for enrollment.
- Enroll and attend classes in the school of the parents/guardians choice even while the school and parents/guardians seek to resolve disputes over enrolling the child.
- Receive the same special programs and services, if needed, as provided to all other children.

Parents/Guardians that need assistance in enrolling a child into school should contact: Director of Student Support Services at 508-830-4300 ext. 5025.

3.11 Nondiscrimination Statement

Plymouth Public Schools does not discriminate on the basis of race, color, national origin, age, sex, religion, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

Nondiscrimination on the Basis of Disability

1.0 Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations and amendments apply to all school systems receiving federal funds. Under this act the Plymouth Public Schools:

- 1.1 May not discriminate against qualified handicapped persons in any aspect of school employment solely on the basis of handicap.
- 1.2 Shall make facilities, programs, and activities accessible, usable, and open to qualified handicapped persons.
- 1.3 Shall provide appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, to qualified handicapped persons.
- 1.4 May not exclude any qualified handicapped person solely on the basis of handicap from participation in any preschool education or day care program or activity or any adult education or vocational program or activity.
- 1.5 Shall provide each qualified handicapped person with the same health, welfare, and other social services that are provided others.

2.0 The Plymouth Public Schools receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee believes that:

- 2.1 Discrimination against a qualified handicapped person solely on the basis of handicap is unfair.
- 2.2 To the extent possible, qualified handicapped persons should be included in all aspects of the school community.

Accordingly, employees of this school system will comply with the above requirements of the law and policy statements of this Committee and all other pertinent Federal and State laws to ensure nondiscrimination on the basis of handicap.

3.12 Protection of Pupil Rights Amendment (PPRA)

The Plymouth Public Schools in keeping with the regulations set out in the Protection of Pupil Rights Amendment requires notification to student, parents, and/or students under the following conditions:

- Instructional materials are made available for inspection by parents if those materials will be used in connection with a federal U.S. Department of Education or other publicly funded survey, analysis, or evaluation in which their children participate; and
- That schools obtain prior written parental consent before minor students are required to participate in any U.S. Department of Education or other publicly funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations or beliefs of the student or the student's parent;
 2. Mental and psychological problems of the student or the student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- The right of parents to inspect, upon request, any instructional material used as part of the educational curriculum for students. This term does not include academic tests or academic assessments.
- The right to prior knowledge and consent if the school district administers physical examinations or screenings. This does not include hearing, vision, or scoliosis screening.
- The right to prior knowledge of the school district's collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose.
- The right to inspect, upon request, any instrument used in the collection of personal information.

The Plymouth Public Schools will notify parents, guardians, and/or eligible students the specific or approximate dates during the school year if and when these activities are scheduled. Such notification will be provided through specific notices, newsletters, and/or the Plymouth Public Schools web site.

This federal requirement is not intended to preempt applicable provisions of state law that require parental notification. The law does not apply to any physical examination or screening that is permitted or required by state law, including such examinations or screenings without parental notification. The requirements of PPRA do not apply to a survey administered to a

student in accordance with the Individuals with Disabilities Education Act (IDEA). The requirements under PPRA do not supersede any of the requirements of the Family Educational Rights and Privacy Act (FERPA).

3.13 Restraint of Students

The Plymouth Public Schools complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. (“Regulations”), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Methods and Conditions for Implementation

School staff may use physical restraint only:

1. When non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others.
2. Pursuant to a student’s IEP or other written plan developed in accordance with the state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of the school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm. Chemical and mechanical restraints may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion is prohibited.

The Regulations do not prevent the teacher, employee, or agent of the District from using reasonable force to protect the student, other persons, or themselves from assault or imminent serious harm, or from restraining students as otherwise provided in the Regulations.

Staff Training

All school staff must receive training with respect to the District’s restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint, and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavior intervention plans applicable to an individual student. Additionally, the school must identify specific staff to serve as school-wide resources to assist in ensuring the proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances when a physical restraint (1) lasts more than five minutes or (2) results in an injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all reported instances, which will be made available in accordance with state and federal law and regulations. The

principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes, or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to the DOE along with a copy of the school's record of physical restraint covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of dangerous behaviors, school staff may seek and obtain the parent/guardian consent to waive reporting requirements for the restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only reporting requirements set forth above, but also reviewing the incident with the student, staff, and consideration of whether follow-up is appropriate for students who witnessed the incident.

A copy of the Regulations can be obtained at www.doe.mass.org/lawsregs/603cmr46.html.

3.14 Search and Seizure

The Plymouth Public Schools recognizes and respects the privacy of its students in their persons and belongings. However, the school administration and staff must maintain a proper, safe, and secure educational environment where learning can take place. Possession of contraband in violation of the law or of school rules is prohibited on school premises. Such items include, but are not limited to, cigarettes, drugs (without proper prescription), weapons, and other items that pose a danger to the safety of the school community or which would disturb or disrupt the process of education.

In certain circumstances it may be necessary to search an individual student or group of students and to seize contraband items. Where the school principal, or his/her designee, has reasonable grounds for suspecting that a student has violated, or is violating, either the law or rules of the school, the suspected student or students may be searched for evidence that the student has violated or is violating either the law or rules of the school.

Searches of students, book bags, purses, clothing, and other containers, and of student lockers may be conducted when appropriate.

When the principal, or his/her designee, has reason to believe that contraband items are present on school premises, locker inspections may take place without notice to students. A student's right to possession of a locker, or lockers, is nonexclusive as against the school and its officials. Students are put on notice that they should not keep personal items in their lockers if they do not wish them to be discovered by school personnel during a locker inspection conducted in

accordance with the provisions of this section. Contraband items discovered during any such inspection will be seized.

In addition, at various times throughout the school year, school administrators may use dogs trained to detect contraband to conduct random searches for contraband in student lockers, other common areas of school buildings, and vehicles parked on school grounds. A qualified and authorized trainer and a school administrator or designee shall accompany each dog. If a dog indicates that contraband is present on school property, school administrators can conduct a further search.

Any contraband items discovered and seized during an inspection or search conducted under the provisions of this section may be turned over to the police when the possession of such items may constitute a violation of any state or federal law. In all cases where illicit drugs or weapons are discovered as a result of inspections or searches conducted in accordance with the provisions of this section, the police will be contacted and any and all items will be turned over to the police department.

If there are any questions regarding whether a particular item may be brought to school, please ask the principal.

3.15 Student Records Regulations and Confidentiality

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

The right to inspect and review the student’s education records within a reasonable amount of time but not to exceed 45 days from the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Plymouth Public Schools to amend a record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an

attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The parent/guardian has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.

FERPA requires that the Plymouth Public Schools, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the Plymouth Public Schools may disclose appropriately designated "directory information" without written consent, unless parents/guardians have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plymouth Public Schools to include this type of information from student's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's, guardian's, and/or student's prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require school districts receiving federal funds to provide military recruiters, upon request, with three directory information categories - names, addresses, and telephone listings – unless parents, guardians, and/or students have advised the school district that they do not want their information disclosed without their prior written consent.

If a parent/guardian does not want the Plymouth Public Schools to disclose directory information from a student's education records without prior written consent, parents/guardians must notify the school district in writing by September 15th of each school year. The Plymouth Public Schools has designated the following information as directory information: student's name; participation in officially recognized activities and sports; address, telephone listing; weight and height of members of athletic teams, electronic mail address; photograph; degrees, honors, and awards received; date and place of birth; major field of study; dates of attendance; and grade level and the most recent school attended.

3.16 Massachusetts Student Records Regulations

State regulations governing student records are briefly summarized below. These regulations are available at each public school and the superintendent's office for review. Parents may access the student records regulations through the Massachusetts Department of Education website.

A student's record consists of his or her school transcript and temporary record. The temporary record includes all information, which is organized on the basis of the student's name, is relevant to the educational needs of the student and is kept by the school. A student's parent or guardian or an eligible student (who is 14 years old or has entered the ninth grade), has the right to inspect all portions of the student's record upon written request to the principal. The record must be made available to the parent, guardian, or eligible student not later than ten consecutive workdays after the request is made, unless the parent or guardian, or eligible student consents to a delay. The parent, guardian, or eligible student may request copies of any part of the record. A fee may be charged for the cost of copying.

Confidentiality of Records

No individual or organization other than the parent, guardian, eligible student, or school personnel working directly with the student is allowed access to a student's record without the specific written consent of the parent, guardian, or eligible student except in limited instances as specified by the state or federal regulations governing student records.

Amendment or Deletion of Records

The parent, guardian, or eligible student has the right to add relevant comments, information, or other written material to the student's record. In addition, the parent, guardian, or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a special needs or Section 504 evaluation. The parent, guardian, or eligible student has a right to a conference with the school principal for the purpose of information contained in the school record. Within a week after such conference, the principal must render a decision in writing on the objection. If the parent, guardian or eligible student is not satisfied with the principal's decision, he or she may appeal such decision to the Superintendent of Schools and ultimately, to the school committee.

Destruction of Records

A student's temporary record shall be destroyed no later than six years after the student leaves the school system. The school system may offer the student, parent, or guardian the temporary record upon graduation or leaving school as long as the student, parent, or guardian acknowledges and accepts the temporary record by written consent. A student's transcript may be destroyed no sooner than 60 years after the student leaves the school system. A school principal or his or her designee may destroy misleading, outdated or irrelevant information contained in the temporary record during the time the student is enrolled in the school district, provided the parent, guardian, or eligible student has been notified in writing and given the opportunity to inspect and copy any of the information prior to destruction.

All parents/guardians of children in the Plymouth Schools have the right of inspection of their children's records in accordance with [M.G.L Chapter 71, Section 34D](#), and [M.G.L Chapter 71, Section 34E](#). Also, a student, eighteen years of age or older, has the right of access to all records relative to him/her in accordance with M.G.L. Ch.71, Sections 34D, 34E.

M.G.L. Chapter 71, specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the principal.

Courtesy and the need for maintenance of order suggest that anyone interested in exercising the above right make his/her request in writing for an appointment with the principal so that possible questions may be answered.

Non-custodial Parent Access to Student Records

The Massachusetts Board of Education has amended Student Records Regulations concerning access to student records by non-custodial parents. As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:

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

3.17 Tobacco Use Policy

In accordance with M.G.L. Chapter 71, Section 37H of the Education Reform Act of 1993, the use of any tobacco products within the school buildings, the school facilities, on the school grounds or on school buses and at all school functions regardless of location by any individual, including students, school and/or non-school personnel, shall be prohibited.

3.18 Use of Plymouth Public School District Property

Anyone borrowing equipment belonging to the district must complete an Equipment/Material Use Form. See Section 6 for form.

3.19 Workplace – Drug Free

The Plymouth Public Schools have recognized the importance of maintaining a workplace which is drug- and alcohol-free to enhance the welfare of employees and students. The federal law, the Drug-Free Workplace Act of 1988 requires the Plymouth Public Schools to certify that they maintain a drug-free workplace as a condition of receiving federal grants and contracts. The requirements of this law give the Plymouth Public Schools the opportunity to reaffirm the following policy and their commitment to a workplace free of drugs and alcohol.

It is the policy of the Plymouth Public Schools to maintain an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession or use of controlled substances or alcohol is prohibited while on duty or on school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal.

It is a condition of employment that each employee abide by this policy and notify the Superintendent of Schools of any criminal drug conviction for a violation occurring in the workplace within five (5) days of such a conviction. The Plymouth Public Schools have an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction, the Superintendent of Schools will take disciplinary action up to and including a recommendation to the school committee that the employee be dismissed from employment.

3.20 State Fire Code Regulations

Explanation of 527 CMR 10.09: Governing School Work

Below is a summary of the revised regulation governing the display of teaching materials, student work, artwork, etc. within schools as detailed in the State Fire Code. The State Fire Code applies to all schools, other than business training or vocational training, as long as they accommodate five or more persons for educational purposes through the 12th grade. This code applies to child day care facilities, which provides care for children more than 2 years nine months old. In all cases, the material shall be attached directly to the wall to eliminate an air space behind the materials.

Classrooms:

- Classrooms can cover up to 20% of the total wall area, including windows and doors in the calculation, with paper materials in schools without automatic sprinklers and up to 50% of the total wall area in schools equipped throughout with automatic sprinklers.
- Paper materials are not permitted to cover or be within 5 ft. of an egress door.

Exit access passageways, corridors and assembly areas:

- Paper materials shall not exceed 10% of any wall area (not the total wall area) in schools without automatic sprinklers and up to 50% of any wall area in schools equipped throughout with automatic sprinklers.
- The maximum grouping of material shall be 12 ft. horizontally and 6ft. vertically. In schools without automatic sprinklers the space between the groups shall be equal to the horizontal width of the largest adjacent group. In schools equipped with automatic sprinklers the space between the groups shall be equal to one half the horizontal width of the largest adjacent group.
- Paper materials are not permitted to cover or be within 5 ft. of an egress door.

Exceptions are:

- Exit signage and evacuation plans required by the State Fire Code.
- Paper materials in fully enclosed viewing cabinets with glass or polycarbonate viewing panels or papers covered with glass or polycarbonate.
- Flame retardant paper material.

Exits and Enclosed Exit stairs: The display of paper materials is not permitted.



Section 4

Curriculum and Instruction

4.1 Curriculum Documents (online) and Resources

The curriculum documents can be accessed through our student information system, Aspen. On this page you will find updates, resources, and other information regarding PPS academic curriculum. This is a staff page which will allow the user to post information and resources that are meant for staff members only. We are still in the process of adding current curriculum documents for all departments. If there is something that you do not see here yet, please feel free to continue to access our web-based curriculum site: www.plymouthcurriculum.com.

Click on the triangle next to Curriculum Resources in the Group Resources widget to find curriculum documents organized by subject and grade level.

Remember there are Quick Reference Cards and videos that will help you with all of the grade book and lesson planning features of Aspen in the Help, eLearning menu.

4.2 Lesson Plan Design and Template

The district academic coordinators have developed a lesson plan template. The lesson plan template incorporates brain compatible learning strategies, standards-based instruction, and accommodations for special needs and ARL students.

Teachers are strongly encouraged to use this template to develop their lessons. The template can be found on the following page.

Unit Name:	
Lesson Plan Title: <i>The Essential Question</i>	Day within the Unit #:
State Standard(s):	
Lesson Objective(s): <i>The student will be able to:</i>	
Lesson	
Lesson Segment 1: Anticipatory Set (Lead-In):	
Lesson Segment 2:	
Activity:	
Text:	
Textual Supplemental Resources: (at, above, and below grade level)	
Instructional Technology and Online Resources:	
Lesson Summary Segment 3:	
Activity:	

Accommodations for Special Needs and ARL Students:
ASSESSMENT STRATEGIES (TRADITIONAL/AUTHENTIC):
Homework:
Vocabulary:

BRAIN-COMPATIBLE STRATEGIES: *Which will you use to deliver content? Use the following strategies to help in chunking the lesson.*

Brainstorming/Discussion Drawing/Artwork Field Trips Games

Graphic Organizers/Semantic Maps/Word Webs Humor

Manipulatives /Experiments/Labs/Models

Metaphor/Analogy/Simile Mnemonic Devices Movement

Music/Rhythm/Rhyme/Rap

Project/Problem-based Instruction Reciprocal Teaching/Cooperative Learning

Role-playing /Drama/Pantomime/Charades Storytelling Technology

Visualization/Guided Imagery

Visuals Work Study/Apprenticeships Mentorship Writing/Journals

4.3 Principles of Effective Teaching

These Principles of Effective Teaching are taken from Massachusetts General Law (603 CMR 35.00: M.G.L. c.69, §1B; c.71, §38)

I. Currency in the Curriculum

A. The teacher is up to date regarding curriculum content

1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment.
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.
3. Keeps current in the field and applies knowledge to the instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

II. Effective Planning and Assessment

A. The teacher plans instruction effectively.

1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.
2. Sets short-term and year-long goals for curricular units which derive from unifying themes of fundamental importance to students' present or future lives.
3. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.
4. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.
5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.
7. Plans engaging ways to introduce each unit of study.
8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers and one another.
9. Designs curriculum experiences in which students take increasing responsibility for their own learning.
10. Integrates the teaching of reading, listening, writing, speaking, viewing, and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.

B. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.
2. Develops and uses authentic assessment which describes a student's learning process as well as his/her learning achievements.

3. Incorporates time for individual and interactive reflection including response journals, debriefings, and group discussions.
- C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.**
 1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.
 2. Implements evaluation procedures which appropriately assess the objectives taught.
 3. Communicates student progress to parents, students and staff members in a timely fashion using a range of information including portfolios, anecdotal records, and other artifacts.
 4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
 5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

III. Effective Classroom Management

- A. The teacher creates an environment that is positive for student learning and involvement.**
 1. Implements instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
 2. Implements curriculum experiences in which students take increasing responsibility for their own learning.
 3. Demonstrates an openness to student challenges about information and ideas.
 4. Uses classroom time and classroom space to promote optimal learning.
 5. Understands principles and patterns of child growth and development and uses this knowledge in working with students.
 6. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.
- B. The teacher maintains appropriate standards of behavior, mutual respect and safety.**
 1. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.
 2. Manages routines effectively.
 3. Maintains appropriate professional boundaries with students.
 4. Serves as a positive role model for students.

IV. Effective Instruction

- A. The teacher makes learning goals clear to students.**
 1. Makes connections between concepts taught and students' prior knowledge and experiences.
 2. Regularly checks for students' understanding of content and concepts and progress on skills.

3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, re-teaches, or extends teaching to meet individual and/or group need.
4. Communicates clearly in writing and speaking, using precise language.
5. Understands and shows students the relevance of the subject to life-long learning.

B. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies, including cooperative, peer, and project-based learning; audio-visual presentations, lecture, discussions, and inquiry, practice and application; and the teaching of others.
2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, art work, oratory, visual presentations, exhibitions, and portfolios.
3. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles, and match instructional objectives.
4. Causes students to become cognitively active in summarizing important learnings and integrating them with prior knowledge.
5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.

C. The teacher uses appropriate questioning techniques.

1. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.
2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

1. Regularly tries innovative approaches to improve instructional practices.
2. Continually evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.
3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

V. Promotion of High Standards and Expectations for Student Achievement

A. The teacher communicates learning goals and high standards and expectations to students.

1. Regularly communicates objectives or learning outcomes to students.
2. Regularly provides feedback to students on their progress on goals and objectives.
3. Communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents.

4. Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.
5. Models the skills, attitudes, values, and processes central to the subject being taught.

B. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

1. Uses prompt feedback and student goal setting in order to increase student motivation and ownership of learning.
2. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and take risks.
3. Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take responsibility to complete such tasks successfully.
4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.
5. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study, and inquiry.
6. Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.
7. Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the student's responsibilities regarding learning.
8. Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.
9. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.
10. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.

VI. Promotion of Equity and Appreciation of Diversity

A. The teacher strives to ensure equitable opportunities for student learning.

1. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.
2. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.

B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.
2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.

3. Functions effectively in a multi-lingual, multi-cultural, and economically diverse society.

VII. Fulfillment of Professional Responsibilities

A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

1. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student.
2. Maintains professional boundaries with parents.

B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.

1. Maintains professional boundaries with colleagues.
2. Works constructively with others to identify school problems and suggest possible solutions.
3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction, and other school programs and shares expertise and new ideas with colleagues.
4. Participates in student or school activities.
5. Cooperates with other teachers about students' overall work load.

C. The teacher is a reflective and continuous learner.

1. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.
2. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work, school-based staff, administrative and community resources, and other colleagues.
3. Participates in activities that demonstrate a commitment to the teaching profession.
4. Seeks out information in order to grow and improve as a professional.
5. Is receptive to suggestions for growth and improvement.

4.4 The Massachusetts Common Core of Learning

1. Thinking & Communicating

All students should:

Read, Write, and Communicate Effectively

- Read and listen critically for information, understanding, and enjoyment.
- Write and speak clearly, factually, persuasively, and creatively in standard English.
- Distinguish fact from opinion, identify stereotyping, and recognize bias.
- Read, write, and converse in at least one language in addition to English.

Use Mathematics, the Arts, Computers, and Other Technologies Effectively

- Apply mathematical skills to interpret information and solve problems.
- Use the arts to explore and express ideas, feelings, and beliefs.
- Use computers and other technologies to obtain, organize, and communicate information and to solve problems.

Define, Analyze, and Solve Complex Problems

- Make careful observations and ask pertinent questions.
- Seek, select, organize, and present information from a variety of sources.
- Analyze, interpret, and evaluate information.
- Make reasoned inferences and construct logical arguments.
- Develop, test, and evaluate possible solutions.
- Develop and present conclusions through speaking, writing, artistic, and other means of expression.

2. Gaining and Applying Knowledge

All students should:

Acquire, Integrate, and Apply Essential Knowledge

Literature and Language

- Read a rich variety of literary works including fiction, poetry, drama, and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences.
- Analyze implications of literary works, and communicate them through speaking, writing, artistic, and other means of expression.
- Know and understand the development and structure of English and other languages and how learning another language fosters appreciation of peoples and cultures.

Mathematics, Science and Technology

- Know and understand major mathematical concepts such as measurement, estimation, quantity, probability, and statistics; and explore the relationship of mathematics to other areas of knowledge.
- Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify, and communicate solutions to problems.
- Apply the fundamental principles of the life sciences, physical sciences, earth/space sciences, and the science of technology to analyze problems and relate them to human concerns and life experiences.
- Investigate and demonstrate methods of scientific inquiry and experimentation.

Social Studies, History and Geography

- Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural, and geographic contexts.
- Synthesize and communicate information about important events and fundamental concepts in Massachusetts, United States, and world history, including historical documents such as the Declaration of Independence, Constitution, Bill of Rights, Federalist Papers, and the Gettysburg Address.
- Know important information regarding the physical environment and understand concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

Visual and Performing Arts

- Know and understand the nature of the creative process, the characteristics of visual art, music, dance and theatre, and their importance in shaping and reflecting historical and cultural heritage.
- Analyze and make informed judgments regarding the arts.
- Develop skills and participate in the arts for personal growth and enjoyment.

Health

- Know basic concepts of human development, mental health, sexuality, parenting, physical education and fitness, nutrition and disease prevention, and understand the implications of health habits for self and society.
- Make informed and responsible judgments regarding personal health, including avoidance of violence, tobacco, alcohol, drugs, teen pregnancy, and sexually transmitted diseases.
- Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

3. Working and Contributing

All students should:

Study and Work Effectively

- Set goals and achieve them by organizing time, work space, and resources effectively.
- Monitor progress and learn from both successes and mistakes.
- Manage money, balance competing priorities and interests, and allocate time among study, work, and recreation.
- Work both independently and in groups.
- Work hard, persevere, and act with integrity.

Demonstrate Personal, Social and Civic Responsibility

- Accept responsibility for one's own behavior and actions.
- Know career options and the academic and occupational requirements needed for employment and economic independence.
- Treat others with respect and understand similarities and differences among people.
- Learn to resolve disagreements, reduce conflict, and prevent violence.
- Participate in meaningful community and/or school activities.
- Understand the individual's rights, responsibilities, and role in the community, state, and nation.
- Understand how the principles of democracy, equality, freedom, law, and justice evolve and work in society.
- Analyze, develop, and act on informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States, and the world.

4.5 Criteria for Evaluation of Instructional Material

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
I. Content					
1. Reflects the learning standards of the Curriculum Framework					
2. Is accurate					
II. Features					
3. Provides descriptions of achievements of historically important subject related people					
4. Contains illustrations of contemporary children and adults that reflect the diversity of our society					
5. Material has intellectual merit and is free of simplistic and demeaning generalizations as well as bias, discrimination and stereotyping on the basis of race, color, national origin, age, sex, disabilities or homelessness, religion, and sexual orientation.					
6. Includes clear instructions on using tools, equipment, and materials					
7. Includes a master source of materials and resources					
8. Provides student texts, booklets, or printed material and accompanying teacher manuals					
9. Provides coherent units that build conceptual understanding					
10. Provides in-depth investigations of major concepts					
11. Incorporates applications of subject content					
12. Highlights connections with other subject areas					
III. Learning Activities					
13. Involve students in active learning, inquiry, and problem solving					
14. Involve the use of appropriate models					
15. Clarify appropriate use of instructional technology					
16. Show how instructional technology can help students visualize complex concepts, analyze, and refine information, and communicate solutions					
17. Provide multiple ways for students to explore concepts and communicate ideas and solution					
18. Are developmentally appropriate and provide for different abilities and learning paces					
19. Encourage discussion and reflection					
20. Draw on a variety of resources (trade manuals, manipulatives, Internet, primary sources, etc.)					

	Strongly Agree (5)	Agree (4)	Cannot Judge (3)	Disagree (2)	Strongly Disagree (1)
IV. Teacher Support Materials					
21. Provide a clear conceptual framework for the concepts and skills taught					
22. Offers ideas for involving parents and community and keeping them informed about the programs					
23. Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning					
24. Reference materials, such as appropriate videos, file clips, reference books, software, video laser disk, distance learning, CD-ROM, and electronic bulletin boards					
25. Suggest how to adapt materials for students with differing levels of achievement					
26. Suggest enrichment and skill reinforcement activities for extended learning					
27. Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests					
V. Student Assessment Materials					
28. Are free of inappropriate or derogatory material					
29. Contain a balance among activities that assess conceptual understanding, procedural skill, and problem solving ability					
30. Occur throughout the unit, not just at the end					
31. Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests					
32. Focus on acquisition of skills and concepts as well as on the learning process					
VI. Program Development and Implementation					
33. Have field test data showing positive effects on student learning					
34. Are adaptable to local curriculum and/or school					
35. Offer training and long-term follow up for teachers					

4.6 Special Programs

Sheltered English Immersion Program

The Sheltered English Immersion Program is for students who do not speak English or whose native language is not English.

All families complete a Home Language Survey when they register their child for school. If the parent/guardian states, on that survey, that the student's home language is not English, the student will be asked to take a short test to determine his/her English language skills. The school department uses this test to determine eligibility for Sheltered English Immersion Instruction.

Plymouth Public Schools places students in sheltered English immersion classrooms, in which nearly all books and instructional materials are in English, with a modified curriculum and presentation designed for students who are learning the language based on the Massachusetts Department of Education frameworks and learning standards. Teachers may use native languages for clarification and safety purposes.

An effective sheltered English immersion classroom is one where there are frequent opportunities for interaction and discussion between teacher and student and classmates. As per federal law, the Plymouth Public Schools ensures that English language learners receive effective English language instruction and content instruction. Content and curriculum is appropriate to the age(s) and grade(s) of the students in the class. Instruction is appropriate to the student's level of English proficiency.

504 Accommodation Plan

A 504 Accommodation Plan is a legal document falling under the provisions of the American Rehabilitation Act of 1973. This is a civil rights law to protect people with disabilities by eliminating barriers and allowing full participation in education. A 504 Accommodation Plan is designed to articulate and implement a program of instructional services, including general classroom modifications, to assist students with disabilities. A 504 plan is not an Individualized Education Plan (IEP) and is a regular education entitlement. In order for a student to qualify for a 504 Accommodation Plan there are certain requirements that are set by the federal regulations. They include the following: Referral, Non-discriminatory Evaluation, Eligibility, Placement Procedures, Procedural Safeguards (Due Process), and the writing of the Individual Accommodation Plan.

A student with disabilities is the same as "a handicapped person." As defined under the federal law, the definition is as follows:

Handicapped person means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities (ii) has a record of such impairment, or (iii) is regarded as having such impairment.

For further information, contact the student's guidance counselor or the Director of Pupil Personnel Services.

Special Education Services

Under Special Education Regulations (603 CMR 28.00), a student identified with a disability that impacts upon his or her education must be provided with a free, adequate, and appropriate public education in the least restrictive environment that includes specially designed services and/or programs that meet his or her individualized educational needs. A student is entitled to special education services if he or she meets all three of the criteria listed below:

- The student has an identified disability.
- The student is unable to progress effectively in the general education program without the provision of specially designed instruction.
- The student requires specially designed instruction and/or services to make effective progress.

Special education laws are grounded in six basic principles: parent/guardian and student participation; free and appropriate public education; appropriate evaluation; IEP; least restrictive environment; and procedural safeguards.

If you believe a student is in need of special education services please contact the building principal or counselor to assist you with the process. State regulations governing the Special Education process and the "Notice of Procedural Safeguards" brochure are available in all schools for review. For more information about special education please feel free to contact the Director of Special Education.

Alternative Education

The alternative education program, held after school hours, is designed as an educational alternative for students with various difficulties ranging from excessive failures to school phobia. The overall goal of the program is to restore hope that education can make a difference in their lives. The current high school model does not work for these students which is evidenced by poor behaviors, poor attendance, and failing grades. What put these students in jeopardy of not finishing high school are the decisions they make under the conditions they presently find themselves in. The challenge of this program is to engage a diverse group of young people in an academic program that will restore credits and/or prepare them to return to the regular day school. Through the alternative education program, we hope to motivate students by restructuring our approach and the hours spent in school and support them in making better decisions.

Credit Recovery Program

A credit recovery pathway designed specifically for over age and under credited students. This program allows students to catch up on credits in 18-week classes. The classes meet at a variety of times ranging from 2:30 pm – 7:00 pm Monday through Thursday. Students have a college like schedule meeting 2 days a week for an hour and a half. All classes are standards based and the curriculum is modified and condensed to ensure that students are exposed to the required content. Plymouth Credit Recovery Students can attend either full time or part time. Full time or part time status will be determined on an individual basis with the Director of Alternative Programs and the sending high school's Principal.

Other Programs

The Plymouth Public Schools offers several specialized special education programs. These include:

Project Growth	PNHS
Basic Skills Program	Nathaniel Morton Elementary School, PCIS
Language-based Program	Nathaniel Morton Elementary School, PSMS
CARE Program	West Elementary School, PCIS, PNHS
Autistic Spectrum Disorder Program	Mt. Pleasant Pre-School, Federal Furnace Elementary School, PSMS, PSHS
Life-Skills Program	West Elementary School, PSMS, PNHS

4.7 Support for Students

Individual Student Success Plan (ISSP)

Every school district in Massachusetts must create an Individual Student Success Plan for each student who has scored at Warning or Failing level on the MCAS English language arts and/or math test. The ISSP describes how the school will assist the student so he/she can raise his/her academic performance.

Schools complete ISSPs after they receive MCAS scores and other relevant information. The school will notify parents/guardians when an ISSP has been developed for their child. Parents/guardians can contact the school's guidance department for further information.

District Curriculum Accommodation Plan (DCAP)

The purpose of the District Curriculum Accommodation Plan is to continually strengthen and improve the general education program for the benefit of all students. Strategies and specific action items include: assistance to regular education teachers that will help them to analyze and accommodate various students' learning and to manage students' behavior effectively; support services for students through the regular education program, including services to address the needs of students whose behaviors may interfere with learning; direct and systematic instruction in reading for all students; encouragement of teacher mentoring and collaboration; and encouragement of parental involvement in their children's education.

Curriculum Accommodation Plan (CAP)

For individual students who are not demonstrating success, school personnel may recommend the development of a Curriculum Accommodation Plan. The plan is designed to assist the regular classroom teacher(s) in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. Parents/guardians are notified of any meeting when a CAP may be developed for their child. The format of the Curriculum Accommodation Plans varies from school to school.

Title I Program

A federally funded education program, Title I, provides resources to eligible school districts. Programs use scientifically-based research methods to enable low performing students to achieve the State learning standards.



Section 5

Evaluation

5.1 Evaluation Forms & Descriptions

On June 28, 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of all Massachusetts educators. The regulations, which apply to both administrators and teachers throughout the state, are designed to:

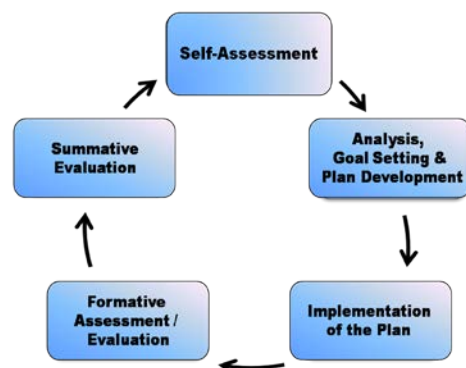
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

In the spring of 2013 the EAPC signed an agreement with the Plymouth School Committee officially implementing an adapted version of the DESE's model language. The full version can be found in Section 6, as well as on the PPS website at:

<http://www.plymouth.k12.ma.us/page.cfm?p=3224>

5-Step Evaluation Cycle

- Step 1: Self-Assessment
 Step 2: Analysis, Goal Setting & Plan Development
 Step 3: Implementation of the Plan
 Step 4: Formative Assessment/Evaluation
 Step 5: Summative Evaluation



Statewide Standards of Effective Practice

Principals & Other Administrators	Teachers
<ul style="list-style-type: none"> • Instructional Leadership • Management and Operations • Family & Community Partnerships • Professional Culture 	<ul style="list-style-type: none"> • Curriculum, Planning & Assessment • Teaching All Students • Family & Community Engagement • Professional Culture



Section 6

Forms

6.1 CORI FORM:



CRIMINAL OFFENDER RECORD INFORMATION (CORI) ACKNOWLEDGEMENT FORM

(PLEASE PRINT)

_____ <i>Last Name</i>	_____ <i>First Name</i>	_____ <i>Middle Name</i>	_____ <i>Suffix</i>
_____ <i>Maiden Name (or other name(s) by which you have been known)</i>		_____ <i>Place of Birth</i>	
_____ <i>Date of Birth</i>	XXX-____-____ <i>Social Security No.</i> <small>(LAST 6-DIGITS REQUIRED)</small>	_____ <i>Mother's Full Maiden Name</i>	_____ <i>Father's Full Name</i>
Address: _____			
Former Addresses: _____			
SEX: _____ HEIGHT: ____ft. ____in. EYE COLOR: _____ RACE: _____			
Driver's License Number: _____ State _____			

SCHOOL DEPARTMENT ADMINISTRATION USE ONLY

<i>The above information was verified by reviewing the following form of government issued photographic identification:</i> _____	
<i>Requested by:</i> _____	
_____ <i>Signature of CORI Authorized Employee</i>	Date: _____

6.2



PLYMOUTH PUBLIC SCHOOLS PERSONAL DAY REQUEST

I HEREBY APPLY FOR PERMISSION TO BE ABSENT FROM MY SCHOOL:

WITH/WITHOUT PAY

School Name

FOR: _____ SCHOOL DAYS ON: _____
of Days Date(s)

FOR THE PURPOSE OF: (for the second or third accumulated day): _____

Name (Please Print) Signature Date

Director/Supervisor Signature Date Approved ☐ Disapproved ☐
(As Required by Principal)

Principal Signature Date Approved ☐ Disapproved ☐

6.3



PLYMOUTH PUBLIC SCHOOLS PROFESSIONAL DAY REQUEST

I HEREBY APPLY FOR PERMISSION TO BE ABSENT FROM MY SCHOOL:

WITH/WITHOUT PAY

School Name

FOR: _____ SCHOOL DAYS ON: _____
of Days Date(s)

FOR THE PURPOSE OF: _____

Name (Please Print) Signature Date

Director/Supervisor Signature
(As Required by Principal) Date
Approved ☐ Disapproved ☐

Principal Signature Date
Approved ☐ Disapproved ☐

6.4 Plymouth Public Schools

CERTIFICATED EMPLOYEE TRANSFER REQUEST

NAME:

CURRENT POSITION:

DATE HIRED:

--	--	--

SCHOOL:

IMMEDIATE SUPERVISOR:

PRINCIPAL:

--	--	--

POSITION BEING REQUESTED

POSITION REQUESTED:	
DATE OF POSTING:	SCHOOL:

QUALIFYING EXPERIENCE

JOB TITLE	DATES	SPECIFIC DUTIES

QUALIFYING EDUCATIONAL EXPERIENCE

(Include Licenses, Degrees, Certification(s) and Other pertinent information)

REASON FOR REQUEST

Employee Signature

Work Telephone

Home Telephone

Date

--	--	--	--

Please attach letter of interest for this position. You may add any other materials, documents, etc. to this request. Please forward to: Pam Gould, Assistant Superintendent for Human Resources, Central Administration Building, 253 South Meadow Road, Plymouth, MA 02360.

6.5

Reference "A" – Policy 5.5

PERMISSION REQUEST TO ATTEND CONFERENCE

1. Please complete **SECTIONS A and B** of this form as accurately as possible. Signatures of approval by 1.) the **PROGRAM MANAGER** and 2.) the **PRINCIPAL** (see "SECTION C" below) **MUST** be obtained prior to forwarding this request and any necessary attachments to **CENTRAL OFFICE** for **FINAL** approval.
2. **FINAL APPROVAL FROM CENTRAL OFFICE MUST BE OBTAINED PRIOR TO REGISTRATION AND PRIOR TO GENERATING A MUNIS REQUISITION. Once FINAL approval is received, you may then generate the REQUISITION. Be sure to scan this form and any other pertinent documentation and attach them to the requisition.**
3. **COMPLETE A CONFERENCE/WORKSHOP SUMMARY AND FOLLOW-UP FORM** (see *SCHOOL COMMITTEE POLICY 5.5*).
4. **IMPORTANT:** For **REIMBURSEMENT** you must submit **ORIGINAL** receipts with a detailed expense voucher and **ITEMIZED** meal receipts to Central Office.

SECTION A:

Conference Title: _____		Sponsored By: _____	
Date(s) of Conference: _____	Method of Transportation:	Car <input type="checkbox"/>	Train <input type="checkbox"/>
Location of Conference: _____		Bus <input type="checkbox"/>	Plane <input type="checkbox"/>

<p align="center">TRAVEL AND COST ESTIMATES</p> <p>IN-STATE TRAVEL <input type="checkbox"/> OUT-OF-STATE TRAVEL <input type="checkbox"/></p> <p>Registration: _____</p> <p>Accommodations: _____</p> <p>Meals: _____</p> <p>Transportation: _____</p> <p>Total Estimated Cost: _____</p>	<p align="center">FUNDING SOURCE FOR CONFERENCE</p> <p>1. Purchase Order No.: _____</p> <p>2. ORG: _____ OBJ: _____</p> <p>3. Account No. _____</p> <p>4. Other (please explain): _____</p> <p>5. SUBSTITUTE NECESSARY: YES <input type="checkbox"/> NO <input type="checkbox"/></p>
---	---

SECTION B: REQUESTING ATTENDEES

1. _____	Date: _____
2. _____	Date: _____
3. _____	Date: _____
4. _____	Date: _____
5. _____	Date: _____
6. _____	Date: _____
7. _____	Date: _____
8. _____	Date: _____
↑ Printed Name ↑	

SECTION C: ADMINISTRATOR RECOMMENDATIONS

1. PROGRAM MANAGER:	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
Signature: _____		Date: _____
2. PRINCIPAL:	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
Signature: _____		Date: _____
3. CENTRAL OFFICE:	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
Signature: _____		Date: _____

SECTION D:

Central Office Use Only. *****	
Conference Evaluation Received:	
Yes <input type="checkbox"/>	
No <input type="checkbox"/>	

6.6

PLYMOUTH PUBLIC SCHOOLS CONFERENCE / WORKSHOP SUMMARY AND FOLLOW-UP		
NAME:		SCHOOL:
CONFERENCE / WORKSHOP TITLE:		DATE:
OVERVIEW: Give a <i>brief</i> overview of the conference/workshop. (Two or three sentences.) 		
GOALS: How did this conference (workshop) meet your and/or the system's goals? 		
APPLICABILITY: What might you transfer/apply to your classroom (school)? What are you going to do differently in your classroom (school) as a result of this workshop? What will you build on or reinforce in your classroom (school) as a result of this workshop? 		
SHARING: What strategies/suggestions will you be able to share with others in your building or department? Would you be willing to share your classroom (school) applications with a peer or administrator? If so, when and how? 		

Copies should be sent as follows: 1 copy each to Administrative Office, Coordinator's Office, Principal's Office, and for your records.

6.7

**PLYMOUTH PUBLIC SCHOOLS
COURSE APPROVAL/REIMBURSEMENT APPLICATION**

- **APPROVAL IN ADVANCE** is required using this form.
- Course substitution approval should be made **PRIOR TO TAKING THE COURSE**.
- A **STATEMENT** describing how each course will improve your performance in your particular assignment, or how it is beneficial to the school district as a whole, must accompany each course request.
- Reimbursement as per current employees' agreement with the Plymouth School Committee for tuition and fees: no travel, room/board, books or materials are to be included.
- Maximum reimbursement per fiscal year (July 1 – June 30) per current employees' agreement with the Plymouth School Committee.
- The School Department will reimburse up to three (3) graduate courses of up to four (4) semester hours each that are satisfactorily completed per fiscal year.

A Purchase Order for the fiscal year must accompany your first application.

Name:	School:	Assignment:
Purchase Order #:	Statement <i>(Briefly describe how this course will improve your performance in your particular assignment, or how it is beneficial to the school district as a whole.)</i>	
Course Title:		
College:		
No. of Course Credits:		
Course begins:		
Course ends:		
Assessed Cost:		
Principal's Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No Signature: _____ Date: _____		

REIMBURSEMENT REQUEST – Upon Completion of Course

Employee Signature:	Date:
Actual Cost of Tuition & Fees:	Reimbursement Amount: <small>(% per current contract agreement)</small>
Approved by (print name):	Signature: _____ Date: _____

1. Copy of *Course Grade Report* or *Transcript*.
2. Proof of Payment (*Credit Card Statement; receipt from College within 30 days of the end of the course.*)
3. *Official Transcript* required within 90 days of completion of the course.

6.8



**Sample Individual Professional Development Plan
for Massachusetts Educators**

Name: Last	First	Middle	Renewal Year
Home Address	City	State	Zip Code
Primary Area	Certificate Number		
District	School	Grade Level(s)	Subject(s)

Professional Development Points Required for Renewal of **Primary Area** 150 PDPs (no longer 120)

Total number of PDPs required in content

My professional growth goals (please number):

My professional growth goals are consistent with the following district and/or school goals:

Record of Approved Professional Development Activities for Primary Area

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs (pedagogy or professional skills)	*Date Approved & Supervisor's Initials OPTIONAL	Date Completed

*The Supervisor's initials indicate that the professional development activity is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

Record of Additional Professional Development Activities for Elective PDPs

Professional Development Activity	Professional Growth Goal (Goal Number)	Content PDPs	Other PDPs	Date Completed

Use additional copies of this form if necessary.

This document and other Department of Education documents and publications are available on our website at www.doe.mass.edu/recert.

Educator's Name

Certificate Number

Initial Review and Approval

Date

The signature below indicates that 80% of this educator's Individual Professional Development Plan is consistent with the educational needs of the school and/or district and is designed to enhance the ability of the educator to improve student learning.

Supervisor's Name (print)

Title

Signature

First Two Year Review

Date

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

Please check one.

_____ The Plan remains consistent with the educational needs of the school and/or district.

_____ The Plan was reviewed and amended.

Supervisor's Name (print)

Title

Signature

Second Two Year Review

Date

The signature below indicates that this educator's Individual Professional Development Plan was reviewed.

Please check one.

_____ The Plan remains consistent with the educational needs of the school and/or district.

_____ The Plan was reviewed and amended.

Supervisor's Name (print)

Title

Signature

Final Endorsement

Date

The signature below indicates the supervisor has reviewed this educator’s Record of Professional Development Activities and the reported activities are consistent with the approved professional development plan.

Supervisor’s Name (print)

Title

Signature

6.9



PLYMOUTH PUBLIC SCHOOLS

CURRICULUM DEVELOPMENT/Frameworks (PDP) REQUEST FORM

Requested By: _____ **Date of Request:** _____

Department: _____ **FUNDING SOURCE:** Budget ☐ Grant ☐

PART I:

CURRICULUM/Frameworks PROJECT DESCRIPTION	APPROXIMATE # OF HRS.	DURATION	APPROXIMATE COMPENSATION

Approved ☐ **Denied** ☐ **If denied, reason:** _____

Authorized Signature: _____ **Date:** _____

Gary E. Maestas, Asst. Supt., Administration & Instruction

**PART II – PARTICIPANT
BREAKOUT:**

(Upon approval, complete this section & return to Central Office.)

NAME	AREA/LEVEL OF CURRICULUM	HOURS	COMPENSATION

6.10

PLYMOUTH PUBLIC SCHOOLS

In-District Professional Development Evaluation Form

Name: _____ School: _____ Date: _____

Workshop

Presenter:

Title: _____

Please check (✓) appropriate response to the following:

	Strongly DISAGREE	DISAGREE	AGREE	Strongly AGREE
A. The workshop objectives were clearly identified and met.				
B. This workshop increased/reaffirmed my knowledge/skills in my area(s) of licensure and/or professional assignment.				
C. The information presented was relevant and appropriate to district and my department's goals.				
D. The content was applicable to my job.				
E. I will implement at least 50% of the information presented.				
F. The content aligned with the workshop description.				
G. The speaker was engaging and highly knowledgeable in the topic.				
H. The presentation was well-organized and appropriately paced for the allotted time.				
I. This workshop included group discussion and application of learning.				
J. Time was provided for questions.				

Circle response to the following:

K. Were handouts provided?	Yes		No
L. Are they useful to you?	Yes	Somewhat	No
M. I would be interested in a follow-up, more advanced workshop on this topic.	Yes		No

What is the most important idea you took away from this workshop?

Comments:

6.11

**Plymouth Public Schools
Pupil Personnel Services
Section 504 Accommodation Plan**

Name of Student: _____		
Address: _____		
Parent(s)/Guardian(s) Name(s): _____		

School: _____	Grade: _____	DOB: _____

**Summary of Meeting to Discuss Student's Handicap
and
Requested Accommodation(s)**

Meeting Date(s): _____

Participants in Meeting(s): _____

Date(s) of Any Evaluation(s): _____

Evaluative Data Considered at Meeting: _____

Student's Handicap: _____

How does handicap affect one or more of student's life activities in and around school?

Accommodations requested by parent(s), guardian(s), and/or student:

**Plymouth Public Schools
Pupil Personnel Services**

Section 504 Accommodation Plan (Continued)

Accommodations to be provided with responsible personnel noted and implementation date for accommodation(s):

A. Physical Accommodations (if any):

B. Instructional Accommodation(s) (if any):

1. Related aids and services (if any):

2. Specialized education (if any):

Signature of Parent(s), Guardian(s), or
Student (if 18 years or older)

Signature of School Department

Date: _____

Date: _____

If the Parent(s), Guardian(s), or Student (if 18 years or older) disagree with the identification of the student's handicap, the evaluative data, or the accommodations to be provided, a grievance may be filed in conformance with the District's Grievance Procedure.

6.12



Plymouth Public Schools
INCOMPLETE GRADE CHANGE FORM
(Form available in School Office)

PLYMOUTH SOUTH HIGH SCHOOL
INCOMPLETE/GRADE CHANGE FORM

Student's Name: _____ Grade: _____ ID # _____
(Last Name) (First) (Middle)

Course Name: _____ Course #: _____ Teacher's Name: _____

Check Applicable Box(es):

1st Qtr ☐

3rd Qtr ☐

2nd Qtr ☐

4th Qtr ☐

1st Semester ☐

2nd Semester ☐

Final ☐

Please indicate grade change(s):

Old Grades

New Grades

Teacher's Signature

Original - Data Processing

Yellow - Guidance

Pink - Student

6.13

Plymouth Public Schools

Administrative Data Sheet

(Form available on IEP software)

School District Name: _____
 School District Address: _____
 School District Contact Person/Phone #: _____

Administrative Data Sheet

STUDENT INFORMATION:

Full Name: _____ School ID#: _____ SASID: _____
 Birth Date: _____ Place of Birth: _____ Age: _____ Grade/Level: _____
 Primary Language: _____ Language of Instruction: _____
 Address: _____ Sex: ☐ Male ☐ Female
 Home Telephone: _____
 If 18 or older: ☐ Acting on Own Behalf ☐ Court Appointed Guardian: _____
 ☐ Shared Decision-Making ☐ Delegate Decision-Making _____

PARENT/GUARDIAN INFORMATION:

Name: _____ Relationship to Student: _____
 Address: _____
 Home Telephone: _____ Other Telephone: _____
 Primary Language of parent/guardian: _____

PARENT/GUARDIAN INFORMATION:

Name: _____ Relationship to Student: _____
 Address: _____
 Home Telephone: _____ Other Telephone: _____
 Primary Language of parent/guardian: _____

MEETING INFORMATION:

Date of Meeting: _____ Type of Meeting: _____
 Next Scheduled Annual Review Meeting: _____ Next Scheduled Three Year Reevaluation Meeting: _____

ASSIGNED SCHOOL INFORMATION: (Complete after a placement has been made.)

School Name: _____ Telephone: _____
 Address: _____
 Contact Person: _____ Role: _____ Telephone: _____
 Cost-Shared Placement: ☐ No ☐ Yes If yes, specify agency: _____

After a meeting, attach to an IEP, an IEP Amendment or an Extended Evaluation Form.

6.14

Sample Individual Student Success Plan (ISSP)

STUDENT INFORMATION TO BE PRINTED HERE

(TestWiz)

Guidance Counselor, please check all current services and indicate number of absences:

- ☐ IEP Subject(s): _____ ☐ 504 Plan
☐ Curriculum Accommodation Plan Number of absences during Grade 7 _____

ELA Teacher, please indicate components of Individual Student Success Plan (ISSP):

- ☐ Student and teacher will work on vocabulary and concept development.
☐ Student and teacher will work on grammar, word usage, and mechanics.
☐ Student and teacher will work on strategies for understanding text content.
☐ Student and teacher will work on understanding imagery and/or mood, tone.
☐ Student and teacher will work on open-response questions.
☐ Student needs to attend school/class on a regular basis
☐ Student needs to work on doing homework regularly.
☐ Student needs to attend extra help sessions.
☐ Student needs to demonstrate skill(s) and/or content knowledge more consistently.
☐ Student needs to demonstrate a more positive attitude toward school.
☐ Student and teacher need to work on prerequisite skill deficits.

Beginning of Year Comments _____


End of Year Comments _____

<u>Beginning of School Year</u>	<u>End of School Year</u>
Prepared by _____ Date: _____	Reviewed by: _____ Date: _____
Administrative Review of Plan: _____	Administrative Review of Plan: _____
(Initial and Date)	(Initial and Date)

6.15

Sample Mandating Reporting To Department Of Social Services (DSS) — 2 Pages

(Typically, the principal completes this report.)

 <p>Massachusetts Department of Social Services</p>	<h3 style="margin: 0;">Report of Child(ren) Alleged to be Suffering from Serious Physical or Emotional Injury by Abuse or Neglect</h3> <p>Massachusetts law requires an individual who is a mandated reporter to immediately report any allegation of serious physical or emotional injury resulting from abuse or neglect to the Department of Social Services by:</p> <ol style="list-style-type: none"> 1. Immediately reporting by oral communication; and 2. Completing and sending this written report to the appropriate Department of Social Services' office within 48 hours of making the oral report. <p>Please complete all sections of this form. If some data is unknown, please signify. If some data is uncertain, place a question mark after the entry.</p>		
<p>▼ DATA ON CHILDREN REPORTED</p>			
Name	Current Location / Address	Sex	Age or Date of Birth
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
<p>▼ DATA ON MALE GUARDIAN OR PARENT</p>			
Name:			
First	Last	Middle	
Address:			
Street and Number	City / Town	State	Zip Code
Phone #:		Age:	
<p>▼ DATA ON FEMALE GUARDIAN OR PARENT</p>			
Name:			
First	Last	middle	
Address:			
Street and Number	City / Town	State	Zip code
Phone #:		Age:	
<p>▼ DATA ON REPORTER / REPORT</p>			
Report Date:		<input type="checkbox"/> Mandatory Report <input type="checkbox"/> Voluntary Report	
Reporter's Name:			
First	Last	middle	
(If the reporter represents an institution, school or facility, please indicate)			
Reporter's Address:			
Street and Number	City / Town	State	Zip code
Phone #:			
Has reporter informed caretaker of report <input type="checkbox"/> Yes <input type="checkbox"/> No			

- ▼ What is the nature and extent of injury, abuse, maltreatment, or neglect, including prior evidence of same?
(Please cite the source of this information in not observed firsthand.)

- ▼ What are the circumstances under which the reporter became aware of the injuries, abuse or maltreatment, or neglect?

- ▼ What action has been taken thus far to treat, shelter, or otherwise assist the child(ren) to deal with the situation?

- ▼ Please give other information that you think might be helpful in establishing the cause of the injury
and /or the person(s) responsible for it. If known, please provide the name(s) of the alleged perpetrator(s)?

Signature of Reporter:

6.16

PLYMOUTH PUBLIC SCHOOLS
APPLICATION FOR USE OF SCHOOL FACILITIES

DATE OF REQUEST

I, _____, request the use of _____
REQUESTING PARTY SCHOOL

Date facility is to be used: _____

Time (range): _____

Type of activity or program planned
(explain): _____

FACILITIES/EQUIPMENT DESIRED:

Athletic Fields _____	Microphone _____	Tables <i>(How many?)</i> _____
Auditorium _____	Overhead Projector _____	Chairs <i>(How many?)</i> _____
Classroom <i>(How many?)</i> _____	Projection Unit _____	Cafeteria _____
Computer Lab _____	Projection Screen _____	Kitchen _____
Conference Room _____	Scoreboard _____	Other <i>(Indicate below):</i> _____
Gym _____	Sound System w/Microphone _____	_____
Laptop Computer _____	VCR/DVD Player/TV _____	_____
Lecture Hall <i>(PSMS)</i> _____	Video Camera/Related Setup _____	_____

Number of people expected to attend: _____

Will admission be charged? ☐ Yes ☐ No If yes, how much? _____

NOTE: Organization using facility must contact the Supervisor of Maintenance or Head Custodian at least one (1) week prior to date facility is to be used.

Organization requesting facility: _____

✍ SIGNATURE OF PERSON MAKING REQUEST AND ACCEPTING RESPONSIBILITIES ✍

Address of Person Making Request: _____

Phone Number of Person Making Request: _____

PREPAYMENT OF REQUIRED RENTAL AND/OR PERSONNEL FEES SHALL BE MADE AT THE MAIN OFFICE OF THE INVOLVED SCHOOL IN ADVANCE OF THE RESERVATION DATE.

FOR SCHOOL OFFICE USE ONLY		FEE
Personnel required:	Custodian _____	_____
	Police _____	_____
	Kitchen Supv. _____	_____
	Audio/Visual Operator _____	_____
	Rental Charge for Facility _____	_____
Date: _____	Approved by: _____ <div style="text-align: right;">School Official</div>	

6.17

EQUIPMENT/MATERIAL USE FORM

(Available in the School Office)

PLYMOUTH PUBLIC SCHOOLS		
EQUIPMENT/MATERIAL USE FORM		
I, _____, acknowledge and agree: <div style="text-align: center; font-size: small;">(name of individual)</div>		
1. I have borrowed the items listed below. 2. All items are in good and, if applicable, operating condition. 3. I assume full financial responsibility for replacing said item(s) due to loss or destruction while signed out to me. 4. I assume full financial responsibility for any maintenance which in the judgment of the administration authorizing the loan, must be performed on any item(s) due to my use of said item(s). 5. I will <u>not</u> loan the item(s) to any other individuals or groups.		
ITEM	SERIAL No.	CONDITION
1.		
2.		
3.		
4.		
5.		
Reason for borrowing: _____ Name of borrower: _____ Signature: _____ Date: _____ Organization Represented: _____ Address: _____ Telephone Number: _____ Date Borrowed: _____ Administrator's Approval: _____ Date: _____ Date Returned: _____ Condition Upon Return: _____ Received by: _____		
<div style="font-size: x-small;">equipuse\ww\forms\jj</div>		

6.18

PLYMOUTH PUBLIC SCHOOLS

FIELD TRIPS, EXCURSIONS AND OTHER STUDENT TRIPS

Students are to submit permission slips signed by parent(s)/guardian(s) prior to going on the scheduled trip and must be appropriately dressed. A teacher(s) and/or other qualified individual(s) must accompany every group.

NOTE: A detailed itinerary is to be submitted with this form.

Teacher(s) Making Request: _____ Grade Level: _____ Date of Request: _____

Date(s) of Proposed Trip: _____ Destination: _____

Phone number(s) for 24 hour contact in case of EMERGENCY: _____ Address: _____

Relevance of the "proposed" field trip - (Please attach a detailed response to the following 3 questions):

- 1.0 How does this proposed field trip focus on helping students acquire the knowledge and skills described in the Common Core of Learning established by the Board of Education?
- 2.0 How is the proposed field trip integrated into, or are content materials reflective of one of the core subject areas as described in the Common Core of Learning established by the Board of Education?
- 3.0 How does the proposed field trip have learning outcomes consistent with the knowledge and skills described in the Common Core of Learning established by the Board of Education?

Education

Follow-Up

by ALL Students: _____

Provisions
for Students

NOT Participating: _____

Number of students
NOT participating:

Number of students
who are participating:

Do any students
require medication?* YES ☐ NO ☐

*If any student
requires medication,
provisions for
attending
to their medical needs: _____

Cost/Student: Cost/Teacher: Cost/Chaperone: District Cost:

Type of Transportation: _____ Adult/Chaperone: _____

Departure Time/Place: _____ from _____ Return Date/Time: _____

RECOMMENDATIONS:

Dept. Head: _____ Approved ☐ Disapproved ☐ Date: _____

Principal: _____ Approved ☐ Disapproved ☐ Date: _____

Superintendent: _____ Approved ☐ Disapproved ☐ Date: _____

COMMENTS:

6.19

FIELD TRIP PERMISSION SLIP -- Name of School

Dear Parent/Guardian:

This is to inform you that your son/daughter _____
 is scheduled to participate in a field trip on _____

(Date)

Destination: _____**Departure time:** _____**Return Time:** _____**Telephone #:** _____**Cost:** _____**Method of Transportation:** _____

Students should dress appropriately for the day's outing. If the trip includes lunch, please provide the following:

1. Lunch money: _____

(Amount)

2. Bag Lunch: _____

(No glass bottles, please)

3. Other arrangements/restrictions: _____

(Explain)



I fully understand that all reasonable precautions to safeguard student welfare are being taken by teachers and chaperones. I do not hold the school authorities liable in the event of unavoidable accidents or incidents.

Child's Name: _____**Teacher:** _____**Grade/House:** _____

According to medication guidelines of Plymouth Public Schools, teachers are unable to dispense medication (MGL 71, S 54B) at any time, including field trips. Daily medications should be given by the school nurse before or after field trip. We would ask that the parent/guardian consider accompanying the child on the field trip. The school nurse should be consulted regarding plans for administration of essential life sustaining medications.

Essential Medication Request**Name of Medication:** _____**Dosage:** _____**Time to be Given:** _____**Additional Information:** _____**Parent/Guardian Signature:** _____**School Nurse Delegating Medication Administration:** _____**Please check(✓)****Yes****No**☐

~

☐

~

☐

~

I give permission for my son/daughter to attend the above field trip.

My child is unable to attend the field trip. I understand that he/she is expected to be in school where academic work and core classes will be provided.

Yes, I am willing to chaperone. I can be reached at ☎

Print Student Name _____**Parent/Guardian Signature** _____

(A reminder that School Committee Policy states there is No Smoking at any time on school grounds or during school-sponsored events by anyone.)

6.20

PLYMOUTH PUBLIC SCHOOLS REQUEST FOR SCHOOL FUNDRAISING

Date of Request: _____ Sponsor: _____

Contact Person: _____ Phone : _____

PART 1:

EVENT DESCRIPTION <i>(Type or print legibly. Be brief and concise.)</i>
DATE(S) of EVENT: _____
REASON FOR REQUEST AND PROJECTED USE OF FUNDS <i>(Type or print legibly. Be brief & concise.)</i>
Requesting Party's Signature: _____ Athletic Director's Signature: _____ <i>(Athletic Director's signature required for "Athletic" fundraisers only.)</i> Principal's Signature: _____ Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Central Office Signature: _____ Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>

PART 2:

REQUIRED SUBMISSION OF REVENUE ON COMPLETION OF FUNDRAISING EVENT	
Gross Receipts: _____	Net Receipts: _____
NOTE: If receipts are not reported in a timely manner, future fundraising opportunities will not be approved.	

DOOR-TO-DOOR SALES ARE PROHIBITED

H:\F-RqstForSchoolFundraising\REV02/10

6.21



GRANT PROPOSAL PROCEDURE/GUIDELINES AND PRE-APPROVAL PROCESS



Any district employee or employee group contemplating submitting a grant must adhere to the following guidelines prior to beginning the writing of the grant. Grant writers will submit the following in a brief format to the Assistant Superintendent for Administration and Instruction for pre-approval:

- Identification of key administrator/teacher project representative.
- Identification of funding source, i.e. Dept. of Education.
- Name of grant and I.D number.
- A description of the grant criteria.
- A description of how the grant will align with school district goals.
- An abstract of a proposal designed to meet the stated criteria.
- An evaluation plan.
- A completed grant preliminary budget sheet including a description of the matching or in-kind funds requested to be committed by the district.
- Identification of who will manage the grant as well as the district's commitment to disbursement of funds.

The Assistant Superintendent for Administration and Instruction will return the proposal within one week of its submission.

AFTER PRE-APPROVAL IS GRANTED

Upon completion of the grant writing process, the grant writer or grant writing committee must resubmit the completed grant proposal to the curriculum coordinator two weeks prior to the date that the grant is to be postmarked and/or received.

The curriculum coordinator must have the completed proposal to the Superintendent no later than one week prior to the date that the grant is to be postmarked and/or received.

PLEASE NOTE: All grants must include funds for grants management. Please see chart below:

Under \$5,000	.....	\$50
\$5,000 - \$10,000	.....	\$150
\$10,001 - \$25,000	.....	\$300
\$25,001 - \$100,000	....	\$450
\$100,001+	.....	\$600

6.23



PLYMOUTH PUBLIC SCHOOLS
DISPOSAL OF EQUIPMENT FORM

Obsolete Equipment	Person(s) Declaring Equipment Obsolete <i>Building Principal and Program Manager(s)</i>	Description of Condition or Reason for Declaring Equipment Obsolete

Principal's
Signature: _____
Program Manager's
Signature: _____
Cost Center: _____
Date: _____

6.24 Sample Lesson Plan Design and Template

Unit Name:	
Lesson Plan Title: <i>The Essential Question</i>	Day within the Unit #:
State Standard(s):	
Lesson Objective(s): <i>The student will be able to:</i>	
Lesson	
Lesson Segment 1: Anticipatory Set (Lead-In):	
Lesson Segment 2: Activity:	
Text: Textual Supplemental Resources: (at, above, and below grade level)	
Instructional Technology and Online Resources:	
Lesson Summary Segment 3: Activity:	

Accommodations for Special Needs and ARL Students:
ASSESSMENT STRATEGIES (TRADITIONAL/AUTHENTIC):
Homework:
Vocabulary:

BRAIN-COMPATIBLE STRATEGIES: *Which will you use to deliver content? Use the following strategies to help in chunking the lesson.*

Brainstorming/Discussion Drawing/Artwork Field Trips Games

Graphic Organizers/Semantic Maps/Word Webs Humor

Manipulatives /Experiments/Labs/Models

Metaphor/Analogy/Simile Mnemonic Devices Movement

Music/Rhythm/Rhyme/Rap

Project/Problem-based Instruction Reciprocal Teaching/Cooperative Learning

Role-playing /Drama/Pantomime/Charades Storytelling Technology

Visualization/Guided Imagery

Visuals Work Study/Apprenticeships Mentorship Writing/Journals

6.25

Criteria for Evaluation of Instructional Material

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
I. Content					
1. Reflects the learning standards of the Curriculum Framework					
2. Is accurate					
II. Features					
3. Provides descriptions of achievements of historically important subject related people					
4. Contains illustrations of contemporary children and adults that reflect the diversity of our society					
5. Material has intellectual merit and is free of simplistic and demeaning generalizations as well as bias, discrimination and stereotyping on the basis of race, color, national origin, age, sex, disabilities or homelessness, religion, and sexual orientation.					
6. Includes clear instructions on using tools, equipment, and materials					
7. Includes a master source of materials and resources					
8. Provides student texts, booklets, or printed material and accompanying teacher manuals					
9. Provides coherent units that build conceptual understanding					
10. Provides in-depth investigations of major concepts					
11. Incorporates applications of subject content					
12. Highlights connections with other subject areas					
III. Learning Activities					
13. Involve students in active learning, inquiry, and problem solving					
14. Involve the use of appropriate models					
15. Clarify appropriate use of instructional technology					
16. Show how instructional technology can help students visualize complex concepts, analyze, and refine information, and communicate solutions					
17. Provide multiple ways for students to explore concepts and communicate ideas and solution					
18. Are developmentally appropriate and provide for different abilities and learning paces					
19. Encourage discussion and reflection					
20. Draw on a variety of resources (trade manuals, manipulatives, Internet, primary sources, etc.)					

	Strongly Agree (5)	Agree (4)	Cannot Judge (3)	Disagree (2)	Strongly Disagree (1)
IV. Teacher Support Materials					
21. Provide a clear conceptual framework for the concepts and skills taught					
22. Offers ideas for involving parents and community and keeping them informed about the programs					
23. Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning					
24. Reference materials, such as appropriate videos, file clips, reference books, software, video laser disk, distance learning, CD-ROM, and electronic bulletin boards					
25. Suggest how to adapt materials for students with differing levels of achievement					
26. Suggest enrichment and skill reinforcement activities for extended learning					
27. Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests					
V. Student Assessment Materials					
28. Are free of inappropriate or derogatory material					
29. Contain a balance among activities that assess conceptual understanding, procedural skill, and problem solving ability					
30. Occur throughout the unit, not just at the end					
31. Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests					
32. Focus on acquisition of skills and concepts as well as on the learning process					
VI. Program Development and Implementation					
33. Have field test data showing positive effects on student learning					
34. Are adaptable to local curriculum and/or school					
35. Offer training and long-term follow up for teachers					

6.26

PLYMOUTH PUBLIC SCHOOLS TELEPHONE DIRECTORY

LOCATION	PHONE NO.	FAX NO.
PLYMOUTH SCHOOL COMMITTEE: 253 South Meadow Road, Plymouth, MA 02360	508 830-4300	508 746-1873
Chairman Dennis Begley, 694 Ship Pond Road	508 224-9506	
Vice Chairman Michelle L. Badger, 35 Dorothy Drive	508 224-3033	
Secretary Mary W. Waltuch, 168 Rocky Hill Road	508 747-4116	
Members Debra A. Betz, 15 Old Mill Lane	781 831-4685	
Margie C. Burgess, 16 Boutemain Avenue	508 746-2811	
Kim S. Hunt, 107 Sandwich Street	508 591-7863	
James R. Sorensen, Ed.D., 23 Sleepy Hollow Drive	508 746-2573	
ADMINISTRATION BUILDING: 253 South Meadow Road, Plymouth, MA 02360	508 830-4300	508 746-1873
Superintendent – Gary Maestas (4313), Sec. Nancy Dargie (5035) i3 Grant Sec. – Sarah Reichert (5033)		
Assistant Superintendent Admin. & Instruction – Chris Campbell (4304), Sec. Mary Herring (5007)		
Coordinators: Math – Linda Coffey (4345), SS-Kathy Babini (4479), Sec. Cindy Toomey	508 830-4476	508 830-4485
Science – Alison Riordan (5046), ELA-Lisa White (5078), Sec. Joanne Patten	508 830-4477	
Technology & Media – Matt Mena-Landry (5037), Sec. Tracey Newman	508 830-4486	
Student Support Services Director – Sean Halpin (5025), Sec. Evon Loranger (5086)		
Assistant Superintendent Human Resources – Pam Gould (4306), Sec. Linda Primeau (5022)		508 830-4022
Reception – Paulette Canevazzi (1301)		
Benefits – Theresa Sears (5061)		
HR Data Mgmt. Sec. Cheryl-Ann Butts (5036)		
Accountability & Measurement Director – Karen Backman (5019), Sec. Susan Carey	508 830-4487	
Business Administrator – Gary Costin (4315), Sec. Kathy Cavacco (1391)		
A/P, Elementary – Pam Aspden (1309)		
A/P, Secondary – Lyn Holt (1310)		
A/P, Revolving/Grants – Laurie Harris (1318)		
Payroll, Elementary – Donna Andrews (1308)		
Payroll, Secondary – Joanne Almeida (1314)		
Special Education Services Director – Stacey Rogers (5050), Sec. Chris Freitas (5043)	508 830-4343	508 746-1779
Sec. Barbara Moreau (1340), Sec. Virginia DiRosario (4344)		
Asst. Spec. Educ. Dir./OOD Coord. – Becky Durocher (5041), Aide. Natalie Fitzgerald (1352)		
FACILITIES SERVICES OFFICE: 10 Oak Street	508 830-4005	508 830-4011
Facilities – Arthur Montrond/Dir. (5081), Sec. Paulette Curt-Costa (5079), Ruth Caldera (5080)		
Frank Silva/Bldgs. & Grounds Supervisor (5082), Skilled Craftsmen (105)		
Athletic Dept. Secretary – Kristin Harrington	508 830-4429	508 830-4389
Building Use Coordinator – Jill Davin (CELL – 508-245-2655)	508 224-5083	
Energy Conservation Educator/Coordinator – Chris Hastings (5084)		
CENTER HILL PRESERVE BUILDING: 158 Center Hill Road	508 224-1416	
Scheduling – School Dude online (see Jill Davin at Facilities Services Office above)		
TECHNOLOGY SUPPORT OFFICE: 118D Long Pond Road	508 830-4493	508 746-8202
Technology Systems Engineer – Alan McLane (4488), Sec. Susan Drever		
Technicians – Paul Bonfilio, Erico Gerenia, Matt Irwin, John Knudsen, Mike Petrasko		

PLYMOUTH PUBLIC SCHOOLS TELEPHONE DIRECTORY

LOCATION	PHONE NO.	FAX NO.
PRESCHOOL:		
Mt. Pleasant – 22 ½ Whiting Street		
Mary Mello/Director, Sec. Kathy Thompson	508 830-4347	508 830-4446
Nurse – Jean Hight		
ELEMENTARY SCHOOLS:		
CSSES – 25 Alden Street	508 830-4335	508 830-4328
Laura Dolloff/Principal (331), Sec. Beth Guertin		
Cafeteria – Sandra Patrician (332)		
Custodian – Dennis Borsari (334)		
LMC – Jamie Phillips		
Nurse – Joyce Dobush (337)	508 830-4337	
Psychologist – Robert Singer (336)		
FFES – 860 Federal Furnace Road	508 830-4360	508 830-4362
Trina Camarao/Principal (4495), Stacey Perry/AP (4364), Sec. Joanna King		
Adj. Counselor – LeaAnne Stunkel-Doyle		
ASD OFFICE – Sondra Miller/Dept. Head (4363)		
Cafeteria – Donna Boss (4366)		
Custodian – Mike Bourke (4367)		
LMC – Janet Buttafuoco (4369)		
Nurse – Jennifer Mineo (4365)	508 830-4365	
Psychologist – Rachel Bates (4497)		
TITLE I – Erica Manfredi/Dir.	508 830-4368	508 830-4362
Hedge – 258 Standish Avenue	508 830-4340	508 830-4341
Kristin Wilson/Principal, Sec. Sherry Arons		
Custodian – Daniel Wood		
LMC – TBD		
Nurse – Deb Metcalfe		
Psychologist – Karen Zopatti		
IBES – 1181 State Road	508 830-4370	508 830-4373
Dan Harold/Principal (4372), Dan Sylvestre/AP (4377), Sec. Robyn Monska (4432)		
Cafeteria – Ann Meagher (4379)		
Custodian – Jeff Silva (4431)		
LMC – Anne-Marie Ross (4434)		
Nurse – Michelle Mazzola (4378)	508 830-4378	508 830-4433
Psychologist – Erin Roberts, Kelly Robertson (4375)		
Sped Office (4435)		
Manomet – 70 Manomet Point Road	508 830-4380	508 830-4387
Patrick Fraine/Principal (4388), Sec. Carol Ann Kotce		
Custodian – Chester Flattery (4384)		
Nurse – Peg Campeau (4382)	508 830-4382	
LMC – Anne-Marie Ross		
Psychologist – Suzanne Schmidlin		
NMES – 6 Lincoln Street	508 830-4320	508 830-4324
Michael Spencer/Principal, Christine Morgan/AP, Sec. Judy Foley		
Cafeteria – Mary-Ellen Guidaboni		
Custodian – Robert Ragazzini		
LMC – Jamie Phillips, Aide Cynthia Teles		
Nurse – Susan Murphy, Aide Christine Bellabona		
Psychologist – Lori Murphy, Christina David		
Sped Office – Diana Rossetti/Dept. Head, Aide Mary Beatson, Carol Zoccolante, Kathy Goonan		
SES – 178 Bourne Road	508 830-4390	508 830-4398
Adam Blaisdell/Principal (202), Jill Dore-Cotreau/AP (206), Sec. Mary Ferreira (203)		
Cafeteria – Cheryl Landquist ()		
Custodian – Edward McKenna (146)		
LMC – Anna Jorgensen (211)		
Nurse – Gail Tracy (205), Aide Jodi Armfield		
Psychologist – Lauren Keris, Kelly Robertson (207)		
West – 170 Plympton Road	508 830-4350	508 830-4442
Scott Williams/Principal (355), Stacey Perry/AP, Sec. Lisa Crociati		
Cafeteria – Andrea Smythe		
CARE PROGRAM – Counselor – Melissa Shea		
Custodian – Jodi DeGrasse (359)		
LMC – Linda Shannon		
Nurse – Janice Kane (357)	508 830-4357	
Psychologist – Stephanie Luise (354)		

PLYMOUTH PUBLIC SCHOOLS TELEPHONE DIRECTORY

LOCATION	PHONE NO.	FAX NO.
MIDDLE SCHOOLS:		
PCIS – 117 Long Pond Road	508 830-4450	508 830-4464
Brian Palladino/Principal (1807), Mary Madden/AP (1501)		
MO Sec. Laura Vickery (1803), Kathy Sullivan (1802), Courtney Kirschner (1804)		
Gemini House – Erica Lewis/AP (1301), Michele Maguire/Guid. (1302), Aide Peg Burns	1300	
Mercury House – Mary Madden/ AP (1501), Diana Torrey/Guid. (1502), Sec. Karen Monteiro	1500	
Ranger House/Apollo Grade 8 – Andy Scichilone/AP (1601), Mona High/Guid. (1602), Sec. Jan Ezrin	1600	
Adj. Counselor – Jennifer Pinto (4349)		
CARE PROGRAM – Counselor – Tracey Denelle (1822)		
Custodian – Tim Anti (1817)		
Data Processing – Marilyn DuBois (1805)		
FOOD SERVICES – Patrick VanCott/Dir., Patti Callahan/Asst. Dir., Gretchen Zopatti/Bookkeeper	508 830-4474	508 830-4448
Little Theatre (1820)		
LMC – Mary Thulin, Aide Margaret Guiney (1400)		508 830-4462
Nurse – Carol Roupenian (1808), Debra Day (1809), Aide Tammy Cruz (1810)		508 830-4471
PLANETARIUM – Monica Ares (1821)	508 830-4470	
PLYMOUTH FAMILY NETWORK (PFN) – Tricia DeSiata/Dir.	508 830-4444	508 830-4341
Psychologist – Lori Rush (4348), Christina Tosh (333)		
Sped Office – Cindy DiCicco/Dept. Head (1407), Sec. Cindy Jansson (1406)		508 830-4478
SRO – Paul Caraher (1401)		
SUPERVISOR OF ATTENDANCE – John Amaral (1814) (CELL – 508-380-1585)		
VISUAL & PERFORMING ARTS – Michael Caple/Dir., Sec. Courtney Kirschner	508 830-4469	508 830-4467
PSMS – 488 Long Pond Road	508 224-2725	508 224-5660
Steve Morgenweck/Principal (1332)		
MO Sec. Sheila Mills (1327), Maryann Bonfilio (1328)		
1 st Floor – Patrick Higgins/AP (1131), Erin Durkee/Guid. (1145), Sec. Maureen Baker	1130	
2 nd Floor – Michael Canavan/Guid. (2145)	2130	
3 rd Floor – Virginia Marconi/AP (3131), Patricia Michelin/Guid. (3145), Sec. Martha Morales	3130	
Cafeteria – Patricia Kirkland (1225)	508 224-7991	
Custodian – Douglas Costa (1235)		
Data Processing – Janice Arponen (1324)		
LMC – Alexandra Grundt (1421), Aide Diane Martin (1418)	508 224-3907	508 224-5524
STUDENT HEALTH SERVICES – Ann Powers/Dir. (1423), Maura Gallagher/ESHS Grant Nurse	508 224-6376	
Nurse – Joanne Denietolis (1310), Aide Terri Flaherty (4150)	508 224-5280	
Psychologist – Stacey Strassel (1427)		
Sped Office – Sheldon Daly/Dept. Head (1428), Aide Dawn Ottino (2423)		
SRO – Kurt Saunders (1426)		

PLYMOUTH PUBLIC SCHOOLS TELEPHONE DIRECTORY

LOCATION	PHONE NO.	FAX NO.
HIGH SCHOOLS:		
PNHS – 41 Obery Street	508 830-4400	508 830-4405
Kathleen McSweeney/Principal (1704), Linda McCann/AP (1823), A.J. Butters /AP (1822)		
MO Sec. Kathleen Nee (1705), Dory Follette (1701), Judy Kendall (1702)		
Freshman Academy – Kevin Farrell/AP (1824), Aide Terah Harootunian (1840)		
Adj. Counselor Kevin Avitabile (1714)		
Athletic Dept. – Eric Foley/Dir. (1751), Sec. Kristin Harrington (830-4429 @ Oak St.)	508 830-4428	
Cafeteria – Diane Soares (1720)		
CARE PROGRAM – Counselor – Alida Nickerson (1781)		
Custodian – Lee Babbin (1820)		
Data Processing – Nancy Flanagan (1703)		
ELA – Michelle Terry/Dept. Head (1724)		
ELL – Maria daSilva/Dept. Head (1724) (@ PCIS 830-4450 X2522)		
Guidance – Jo-Anne Gretemeyer /Dept. Head (1713), Cindy Scanlon (1712)	508 830-4410	508 830-4422
Counselors – Brunnie Getchell (1729), TBD (1716), Elaine Kracov (1717), Andrea Norton (1715)		
LMC – Janet Prolman (1734), Aide Kim Latosek (1734)		508 830-4420
Math – Mary Humbert/Dept. Head (1745)		
Nurse – Patty Reardon (1750), Aide Kathleen Plante (1728)	508 830-4423	
Psychologist – Meghan Strawn (1758)		
Science – Patricia Glynn/Dept. Head (1770)		
Sped Office – Sue MacAllister/Interim Dept. Head (1785), Aide Cathy-Rose Vallas (1898)	508 830-4413	
PROJECT GROWTH – Christine Belmonte (1794), Deborah Smith (1789)		
SRO – Jason Higgins (1707)		
Student Services Sec. Jane MacDonald (1710), Aide Christina Centrella (1711)		
Technology – Katherine Schram/Dept. Head (1801)		
TV STUDIO – Dan Riley/Director (1845)		
John Rezendes/Technical Assistant, Kristin DiGravio/Producer-Reporter (1846)		
WL – Michelle Lewison/Dept. Head (1814)		
PSHS – 490 Long Pond Road	508 224-7512	508 224-6765
Patty Fry/Principal (5012), Mark Fomaciari/AP (5003), Carolan Whittle/AP (5004)		
MO Sec. Mary Anthony (5010), Bernie Beck (1202), Aide Mary Stracuzzi (1201)		
Freshman Academy – Marc Loranger/AP (1159)		
Adj. Counselor – Gioia Tango (2077)		
ALTERNATIVE PROGRAMS – Joshua Charpentier/Dir. (2887)		
Athletic Dept. – Scott Fry/Dir. (1163), Sec. Kristin Harrington (830-4429 @ Oak St.)	508 224-7523	
Cafeteria – Susan Dagesse (1129)		
Custodian – Mike Harrington (1098)		
Data Processing – Michelle Butters (2070)		
Guidance – Emily Nugent/Dept. Head (1213), Sec. Patti Tringale (1220), Michelle Genduso (1216)	508 224-8769	508 224-1628
Counselors – Kristen Buchanan, Danielle Cafferty, Mark Furman, Jason Hall, Lindsey Saba		
LMC – Nancy Infascelli (2064), Aide Shelly Murphy		
Nurse – Cathy Crosby-Norton (1238), Aide Christine Lopes (2071)	508 224-7896	
Sped Office – Sue MacAllister/Dept. Head (1125), Aide Christine Collyer (1117)		
Psychologists – Katherine Kullberg (1221), Christina Howard (2880)		
SRO – Dennis Reimer (5021)		
Student Services Sec. Cathy Cotti (1106), Colleen Mersereau (1211)		
PSHS Vocational Technical Education – 490 Long Pond Road	508 224-7512	508 224-9532
Jim Hanna, Principal (5006), Sec. Tricia Liskov (5005)		
Tech Nurse – Grace Pinto (1043)	508 224-7753	
Automotive – John Joyce/Dept. Head (1044) [508-224-7712 DL]		
CAD – Brad Hart/Dept. Head (1019)		
Carpentry – Ralph Bergeron/Dept. Head (1014)		
Child Care – Beth Ann Orchard/Dept. Head (1107)		
Computer Science – Tom Heslin/Dept. Head (2061)		
Cosmetology – Carol Faria/Dept. Head (1111)		
Culinary Arts – Barry Levy/Dept. Head (1118)		
RESTAURANT – SOUTHSIDE CAFÉ – Aide Linda Perryclear (1153)		
Electrical – Ken Pereira/Dept. Head (1134)		
Electronics – George Ayers/Dept. Head (2014)		
Graphic Arts – Wendy Siwik/Dept. Head (1060)		
Marine – Chris Baker/Dept. Head (1004)		
Marketing Office – Doris Bishop/Dept. Head (1150), Aide Elise Martin		
Metal Fab – John Morash/Dept. Head (1053), Aide TBD-Cutting		
Plumbing Bruce Duquet/Dept. Head (1023)		

PLYMOUTH PUBLIC SCHOOLS TELEPHONE DIRECTORY

LOCATION	PHONE NO.	FAX NO.
OUTSIDE AGENCIES:		
Rising Tide Charter Public School – Jill Crafts, Head of School (6 Resnik Road)	508 747-2620	508 830-9441
COBRA – Dale Webber/President – Butch Machado/Vice President (P.O. Box 1641, Plymouth, MA 02362)	774 454-7813	
BLUE CROSS BLUE SHIELD	800 782-3675	
DISTRICT ATTORNEY – Tim Cruz (32 Belmont Street, PO Box 1665, Brockton, MA 02301)	508 427-0579	508 427-1799
DCF (61 Industrial Park Road)	508 732-6200	508 747-1239
EMPLOYEE ASSISTANCE PROGRAM – www.emia.org (confidential employee assistance)	800 451-1834	
EAPC – Donna Ramsay/President, Cathy Sharon-Mathews/Assistant (225 Water St, Suite C-205)	508 747-1255	508 746-4799
FIRE EMERGENCY	508 746-2211	
FIRE NON-EMERGENCY	508 830-4213	
FIRST STUDENT BUS CO. – Ann Whitcher, Plymouth Contract Manager	508 830-4144	508 830-1433
SOUTH LOT – Barbara Jesse (19 Natalie Way)	508 830-4144	
NORTH LOT – Laura Perrault (2235 State Rd)	508 830-4004	
HEAD START (South Shore Early Education, 196 South Meadow Road, Plymouth, MA 02360)	508 746-0333	
JUDCO, INC., Owner David Judge	781 585-3851	
JUVENILE PROBATION – Tina Canavan, Sean Sheehan	508 747-2962	508 747-1355
LOCAL NEWS MEDIA:		
WickedLocal/OCM – Tammy Burgess, Sr. Editor (508-591-6615 or tburgess@wickedlocal.com)	508 591-6623	508 591-6601
David Wolcott, Sports Editor (508-591-6627 or dwolcott@wickedlocal.com)		
Beth McDermott, Editorial Asst. (508-591-6623 or bmcdermott@wickedlocal.com)		
Rich Harbert, School News (508-591-6614 or rharbert@wickedlocal.com)		
Scott C. Smith, Sr. Managing Editor (508-591-6605 or scsmith@wickedlocal.com)		
Patriot Ledger – Linda Shepherd, Local News Editor (617-786-7324 or lshepherd@ledger.com)	617 786-7026	617 786-7025
Patriot Ledger – Calendar Items, Marie Maguire mmaguire@ledger.com		
or Joyce Pires jpires@ledger.com		
WATD-FM 95.9 – Bobbi Clark (bobbiclarke@verizon.net)	781 837-1166	
Boston Globe – Emily Sweeney (esweeney@globe.com)	617 929-7757	
MADSEN SECURITY ASSOCIATES – GEORGE MADSEN	508 746-1058	
MASS TEACHERS ASSN (MTA) – DONNA BUCKLEY (8665)	508 822-5371	508 880-7575
MASS TEACHERS RETIREMENT SYSTEM (One Charles Park, Cambridge, MA 02142-1206)	617 679-6877	617 679-1661
OLD COLONY Y/PLYMOUTH	508 888-2290	
Program Director Stacy Ryan	774 259-2320	
Executive Director Adam King	508 930-6159	
PLYMOUTH PUBLIC LIBRARY (132 South Street)	508 830-4250	508 830-4258
PLYMOUTH OFFICE OF EMERGENCY MANAGEMENT – Aaron Wallace/Director	508 833-5801	
POLICE EMERGENCY	911	
POLICE NON-EMERGENCY	508 830-4218	508 830-4227
PLYMOUTH POST OFFICE (LONG POND ROAD)	800 275-8777	
PLYMOUTH RETIREMENT BOARD – Debra Sullivan (10 Cordage Park Circle, Suite 240)	508 830-4170	
PLYMOUTH TOWN HALL	508 747-1620	508 830-4062
AESOP EMPLOYEE ABSENCE LINE	800 942-3767	

6.27

PLYMOUTH PUBLIC SCHOOLS

TEACHER REQUEST FOR SALARY COLUMN CHANGE

Name: _____

Date: _____

School or Location: _____

I would like to request a salary column change for: (circle one)

BA+15	MA	MA+15	MA+30	MA+45	MA+60
TSP2	TSP3	TSP4	TSP5	TSP6	TSP7

Effective Date: (choose one) September 2013 or January 2014

Please indicate the graduate courses you wish to have considered for a column move on the salary scale.

Course #	Title / School	Term	Credits	Grade
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total Number of Credits _____

Signature: _____

Proof of Completion (in the form of official transcripts) for each course listed should accompany this form.

 Approve _____ salary status effective _____ Payroll notified to adjust salary.

_____ Date: _____

Pamela A. Gould Ed.D., Assistant Superintendent, Human Resources

TEACHER EVALUATION PROCESS
FOR THE
SCHOOL COMMITTEE OF THE TOWN OF PLYMOUTH
AND THE
EDUCATION ASSOCIATION OF PLYMOUTH AND CARVER
JULY 1, 2013



PLYMOUTH PUBLIC SCHOOLS

This is the proposed language for Plymouth Teacher Evaluation Process. It is a combination of the suggested language from the Department of Elementary and Secondary Education (ESE), the MTA, and your own members.

Rubrics and forms are adopted as is from ESE.

There is a standing committee for three (3) years that will revisit the process, forms, and rubrics. Input from members is encouraged.

Your team:

Pat Cameron

Bruce Duquet

Diane Hartley

Katie Lecaro-McGrath

Jenn Marchesiani

James Murphy

Anne Marie Ross

Margie Turner

On the advice of the evaluation and negotiation committees, major changes to the document will be subject to the ratification process.

Appendix C: Table of Contents

Table of Contents

- (1) Purpose of Educator Evaluation
- (2) Definitions
- (3) Evidence Used in Evaluation
- (4) Rubric
- (5) Evaluation Cycle: Training
- (6) Evaluation Cycle: Annual Orientation
- (7) Evaluation Cycle: Self-Assessment
- (8) Evaluation Cycle: Goal Setting and Educator Plan Development
- (9) Evaluation Cycle: CHART Observation of Practice and Examination of Artifacts – Educators with PTS and without PTS
- (10) Observations
- (11) Evaluation Cycle: Formative Assessment
- (12) Evaluation Cycle : Formative Evaluation for Two-Year Self-Directed Plans Only
- (13) Evaluation Cycle: Summative Evaluation
- (14) Educator Plans : General
- (15) Educator Plans: Developing Educator Plan
- (16) Educator Plans: Self-Directed Growth Plan
- (17) Educator Plans: Directed Growth Plan
- (18) Educator Plans: Improvement Plan
- (19) Timelines
- (20) Career Advancement
- (21) Rating Impact on Student Learning Growth
- (22) Using Student feedback in Educator Evaluation
- (23) Using Staff feedback in Educator Evaluation
- (24) Transition from Existing Evaluation System
- (25) General Provisions

Purpose of Educator Evaluation

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
 - i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).

2) Definitions (* indicates definition is generally based on 603 CMR 35.02)

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) ***District-determined Measures:** Parties mutually agreed upon measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.

-
- F) ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- G) ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. A new assignment shall be defined as the first year working under a different educator's license.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least sixty (60) school days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) ***Evaluator:** Any person designated by a superintendent who has primary or secondary responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
- i) **Primary Evaluator:** The person who determines the Educator's performance ratings and completes the formative and summative evaluations; District-wide Coordinators/Directors, Principals, Assistant Principals.
 - ii) **Secondary Evaluator** who contributes to the Educator Plan, , supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Secondary Evaluators include District-wide Coordinators/Directors, Principals, Assistant Principals, and Department Heads. There will not be any more than two (2) Secondary Evaluators for any Educator.
 - iii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate

-
- administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominant assignment, the superintendent will determine who the primary evaluator will be.
- iv) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and Secondary Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator (in the case of Directed Growth Plan and Improvement Plan, or by a team of educators. "Team goals" may be developed by grade-level or subject area teams, departments, or other groups of Educators who have the same role.
- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance
- S) ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of at least (10) ten minutes in duration by the Evaluator and may include examination of artifacts of practice including student work. An observation may occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result

in targeted and constructive feedback to the Educator, are not observations as defined in this Article. See Section 10 for more detailed information.

- T) **Parties:** The Association and the School Committee are the parties to this agreement.
- U) ***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- V) ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- W) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- X) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and mutually agreed upon measures. The parties will negotiate the process for using state and mutually agreed upon measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE.
- Y) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
- i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- Z) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:

-
- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- AA) ***Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- BB) ***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- CC) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3) (a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- DD) ***Trends in student learning:** At least two consecutive years of data from the mutually agreed upon measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.
- 3) **Evidence Used In Evaluation**
The following categories of evidence shall be used in evaluating each Educator:
- A) Multiple measures of student learning, growth, and achievement, when available which shall include :
- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two mutually agreed upon measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide when available. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of additional consecutive data is required.
 - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and

achievement will be set by mutual agreement. The mutually agreed upon measures will be based on the Educator's role and responsibility.

- B) Judgments based on observations and artifacts of practice including :
 - i) Unannounced observations
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to :
 - i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Student Feedback – see # 22 below;
 - v) Any other relevant evidence from any source that the Evaluator shares with the Educator.

4) **Rubric**

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. Those rubrics are attached to this agreement.

5) **Evaluation Cycle: Training**

A. Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.

- A) By November 1st of the first year of this agreement, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within twenty (20) school days of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE and subject to input from the district's evaluation committee.
- B) All mandatory training or learning activities shall occur during the contractual workday.

6) **Evaluation Cycle: Annual Orientation**

- A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:
- i) Provide an overview of the evaluation process, including goal setting and the educator plans.
 - ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided
 - iii) Provide the District and School goals and priorities, listing of professional development opportunities and data needed to complete the self-assessment and proposed goals.
 - iv) The evaluation review may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year provided that an announcement is made at the beginning of the meeting.

7) **Evaluation Cycle: Self-Assessment**

- A) Completing the Self-Assessment
- i) The evaluation cycle begins with the Educator completing and submitting to the Primary or Secondary Evaluator a self-assessment by October 1st or within twenty (20) school days of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the attached rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.
- B) Proposing the goals
- i) Educators may consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
 - ii) For Educators in their first year of practice, the Evaluator will meet with each Educator by October 1st (or within twenty (20) school days of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the

professional practice and student learning goals which must include induction and mentoring activities.

- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice in the district should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may propose team goals.
- iv) For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address team goals.

8) **Evaluation Cycle: Goal Setting and Development of the Educator Plan**

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #21 below.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within thirty (30) school days of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- D) The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within five (5) school days of its receipt and may include a written response within ten (10) school days, which shall be attached to the plan. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

- 9) **Evaluation Cycle: Observation of Practice and Collection/Examination of Artifacts.**
Teachers will be observed a **MINIMUM** number of times per educator plan cycle as follows:

<u>Educator Plan</u>	<u>Unannounced Observation</u> (Minimum 10 minutes)	<u>Announced Observations</u> (Pre, post, minimum 30 minutes)	<u>Announced Observations</u> (Pre, post, full class period)
Two-Year Self-Directed Plan	6 (over two years)	*	N/A
One-Year Self-Directed Plan	3	*	N/A
Directed Growth Plan (1 Year)	3	1	N/A
Improvement Plan less than 6 months	2	*	1
Improvement Plan (no more than 1 year)	4	*	1
Developing Educator Plan (Year 1 Non-PTS Educators)	4	N/A	1
Developing Educator Plan (Year 2 Non-PTS Educators)	3	1	N/A
Developing Educator Plan (Year 3 Non-PTS Educators)	4	*	N/A

* Evaluator and/or Educator may request at least one Announced Observation.

10) Observations

Any Educator not on a Self-Directed plan shall have their first observation by November 15. Observations required by the all Educator Plans shall be completed by May 15th. The Evaluator may conduct observations after this date provided there is mutual agreement between the Educator and the Evaluator. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

The parties agree that the individual teaching styles vary and not all of the indicators on the rubric may be observed during any one class of lesson.

A) Unannounced Observations

- i. Unannounced observations may be in the form of partial, (minimum ten (10) minutes) or up to a full-period of classroom visitations.

-
- ii. The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator in person, by secure electronic transmissions, placed in the Educator's mailbox or mailed to the Educator's home. Either the Evaluator or Educator can request a meeting within five (5) school days of receipt of written feedback of an unannounced observation. The educator may respond in writing.
 - iii. Any observation or series of observations resulting in one or more standards documented to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within twenty (20) school days.
 - iv. No other observation may take place until the day after the feedback has been provided. The Educator and the Evaluator are encouraged to have conversations on feedback.

B) Announced Observations

At the discretion of the Evaluator, all non-PTS Educators in their first two (2) years in the district, PTS Educators on a Directed Growth Plan and PTS Educators on Improvement Plans, (and other educators at the discretion of the Evaluator and/or Educator shall have at least one Announced Observation.

- (a) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- (b) Within five (5) school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference.
 - (1st) The Evaluator may request relevant documentation be brought to the pre-observation conference. Documentation might include the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- (b) Within five (5) school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within twenty-four (24) hours or at a mutually agreed upon time.
- (c) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.

-
- (2nd) Describe actions the Educator should take to improve his/her performance.
 - (3rd) Identify support and/or resources the Educator may use in his/her improvement.
 - (4th) State that the Educator is responsible for addressing the need for improvement.
 - (5th) The Educator may respond to the written feedback in writing within five (5) school days of receiving the feedback. The Educator's response shall be attached.

11) Evaluation Cycle: Formative Assessment

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice and/or Educator goals or both.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 12, below.
- C) The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D) At a meeting, no less than ten (10) school days before the due date for the Formative Assessment report, which due date shall be mutually agreed upon by the Evaluator and the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five (5) school days either before or after completion of the Formative Assessment Report.
- F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox..
- G) The Educator may respond in writing to the Formative Assessment report within five (5) school days of receiving the report or having a meeting, whichever is later. The Educator's response shall be attached to the Formative Assessment Report.

-
- H) The Educator shall sign the Formative Assessment report within five (5) school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
 - I) As a result of the Formative Assessment Report, the Evaluator, with Educator input, may change the activities in the Educator Plan.
 - j) If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
 - k) After the Formative Assessment and upon request of the Educator, another trained Evaluator shall be assigned to perform a formal observation to be used as evidence in the Educator's Summative Evaluation

12) Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than ten (10) days before the last scheduled day of school of the first year of the two year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) No fewer than ten (10) school days before the due date for the Formative Evaluation report, which due date shall be mutually agreed upon by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- D) The Primary Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox..
- E) Upon the request of either the Primary Evaluator or the Educator, the Evaluator and the Educator will meet within 5 school days either before or after completion of the Formative Evaluation Report.
- F) The Educator may respond in writing to the Formative Evaluation report or meeting, within five (5) school days of receiving the report. The Educator's response shall be attached to the Formative Evaluation Report.
- G) The Educator shall sign the Formative Evaluation report within five (5) school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Primary Evaluator, with educator input, may change the activities in the Educator Plan.

-
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Primary Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
 - J) After the Formative Evaluation and upon request of the Educator, another trained Evaluator shall be assigned to perform a formal observation to be used as evidence in the Educator's Summative Evaluation.

13) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Self Directed Educator Plan, the summative report must be written and provided to the educator no later than ten (10) days before the last scheduled day of school.
- B) The Primary Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals. In determining the overall rating, the Evaluator shall give equal weight to the four standards and attainment of goals. (50% standards. 50% progress toward goals)
- C) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the Educator's rating.
- D) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
- E) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- F) No fewer than ten (10) school days before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Primary Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- H) The Primary Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by secure electronic transmission or to the Educator's school mailbox no later than ten (10) days prior to the end of the scheduled school year.
- I) The Primary Evaluator shall schedule a meeting within 24 hours to meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur no later than ten (10) days prior to the end of the scheduled school year unless mutually agreed upon by both parties.

-
- J) The Primary Evaluator shall meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur no later than ten (10) days prior to the end of the scheduled school year unless mutually agreed upon by both parties.
 - K) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
 - L) The Educator shall sign the final Summative Evaluation report within five (5) school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
 - M) The Educator shall have the right to respond in writing to the Summative Evaluation report or meeting within five (5) school days. The Educator's response shall be attached to the Summative Evaluation report.
 - N) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

14) **Educator Plans – General**

- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of learning, growth and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- C) It is the Educator's responsibility to attain the goals in the Plan and to take advantage of opportunities to participate in any approved trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan. These approved activities shall be paid for by the district.

15) **Educator Plans: Developing Educator Plan**

- A) The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Primary Evaluator, Educators with PTS in new assignments defined as the first year working under a different Educator's license.
- B) The Educator shall be evaluated at least annually.

16) **Educator Plans: Self-Directed Growth Plan**

- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, after mutually agreed upon measures of student growth have been established, whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, after mutually agreed upon measures of student growth have been established, and whose impact on student learning is low. In this case, the Primary Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

17) **Educator Plans: Directed Growth Plan**

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Primary Evaluator.
- C) The Primary Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than May 15th.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Primary Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Primary Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.
- F) The Primary Evaluator, having rated the Educator Needs Improvement or Unsatisfactory, shall schedule a meeting within 24 hours. The purpose of this meeting is to review the Summative Evaluation, to create the Educator's Improvement Plan, and to provide guidance. That meeting shall be held no later than the (10) days prior to the end of the schedule school year unless mutually agreed upon by both parties.

18) **Educator Plans: Improvement Plan**

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than sixty (60) school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include, activities that occur during the summer before the next school year begins, provided both the Educator and Primary Evaluator agree to summer work.

-
- C) The Primary Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
 - D) An Educator on an Improvement Plan shall be assigned a Secondary Evaluator (see definitions). The Secondary Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator may be the Secondary Evaluator.
 - E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and it will detail the improvement goals to be met, the activities the Educator must take to improve, and the assistance to be provided to the Educator by the district.
 - F) The Improvement Plan process shall include:
 - i) Within (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Primary Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Primary Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Association attend the meeting(s).
 - iii) If the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan.
 - G) The Improvement Plan shall:
 - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance and resources that the district will provide to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and a Secondary Evaluator.
 - vii) Include the signatures of the Educator and Supervising Evaluator.
 - viii) If there is no agreement on the contents of the plan, the Educator, with Association representation if desired, may submit the issue to the Superintendent for approval.

-
- H) A copy of the signed Improvement Plan shall be provided to the Educator. .. The signature does not indicate agreement or disagreement with its contents. The Educator may respond in writing to the Improvement Plan within five (5)) school days of receiving the plan. The educator's response shall be attached to the Improvement Plan.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of these decisions must be made at the conclusion of the Improvement Plan:
- (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, and the Improvement Plan is less than one (1) year, the Evaluator shall recommend to the superintendent that the Educator be placed on another Improvement Plan, or be dismissed.
 - (d) If the Evaluator determines that the Educator is not making substantial progress toward proficiency the Evaluator shall recommend to the superintendent that the Educator be dismissed.

19) Timelines

A. EDUCATOR - 1 YEAR PLAN (Dates in italics are provided for guidance)

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September 15</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process	October 1
Educator submits self-assessment and proposed goals or within twenty (20) school days of the start of the Educator's employment if hired after September 15.	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year) or within thirty (30) school days of the start of their assignment in that school.	October 15
Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or no fewer than ten (10) school days before Formative Assessment Report date established by Evaluator	January 15
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 1
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or no fewer than ten (10) school days prior to Summative Evaluation Report date established by evaluator	April 20*
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	
Educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt	

B. Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s) All observations shall be completed by May 15 th .	Any time during the 2-year evaluation cycle
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or no fewer than ten (10) school days before Formative Evaluation Report date established by Evaluator	
Evaluator completes Formative Evaluation Report	Ten (10) days of the last day of school of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	Ten (10) days of the last day of school of Year 1
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *no fewer than ten (10) school days before Summative Evaluation Report date established by Evaluator	
Evaluator completes Summative Evaluation Report	Ten (10) days of the last day of school of Year of Year 2
Evaluator conducts Summative Evaluation Meeting	Ten (10) days of the last day of school of Year 2
Evaluator and Educator sign Summative Evaluation Report	Within five (5) days of receiving the report in Year 2

C. Educators on Plans of Less than One Year

The timeline for educators on Plans of less than one year will be established in the Educator Plan.

20) Career Advancement

A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.

21) Rating Impact on Student Learning Growth ESE will provide model contract language and guidance on rating educator impact on student learning growth based on state and district-determined measures of student learning. Upon receiving this model contract language and guidance, the parties agree to bargain the implementation.

22) Using Student feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

23) Using Staff feedback in Administrator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation.. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

24) Transition from Existing Evaluation System

The parties agree that about 50% of the Educators in the district will be evaluated under the new procedures at the outset of this Agreement. The implementations of the new procedures in this Agreement are set forth below.

- A. All Educators, regardless of whether or not they are on the former evaluation procedures or the new procedures, will complete a self-assessment and goal setting undertaken as set forth in section 7 of this agreement.
- B. The parties agree that those Proficient PTS Educators who received a summary evaluation in the year 2011-2012 and will be placed on a Self-Directed Growth Plan beginning 2013-2014.
- C. The parties agree that those Proficient PTS Educators who received a summary evaluation in the year 2012-2013 under the former evaluation plan will be placed on a Self-Directed Growth Plan beginning 2014-2015.
- E. All Non-PTS Educators and Educators in the first year working under a different educator's license, as defined in 2.G.i, of this Agreement, shall be placed on a Developing Educator Plan.
- F. The parties agree that Educators who have received ratings of "Not Evidenced" or are currently on an Improvement Plan will be placed on a Directed Growth Plan with the option to involve the association in this process.

25) General Provisions

- A) Only the following who are licensed may serve as Primary Evaluators of Educators; District-wide Coordinators/Directors, Principals, and Assistant Principals.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall ensure that Evaluators have initial and ongoing training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator

request such a meeting, the Evaluator's supervisor must meet with the Educator. The Primary Evaluator may attend any such meeting at the discretion of the superintendent. At the request of the Educator, an Association Representative shall attend any such meeting.

- E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties, as well as discuss other parts of this evaluation noted as needing further negotiations. Upon recommendation of the evaluation and negotiation committees, major changes to the document will be subject to the negotiation and ratification process.
- F) Walkthroughs, Learning Walks, Instructional Rounds, and other like procedures by any other name (herein called "walkthroughs") are intended to gauge the overall climate, culture, and instruction within a school, program, or department and entail walking into multiple classrooms, usually for less than ten minutes. Observations from walkthroughs are used to talk about observed patterns and trends across classrooms. Walkthroughs are not observations for the sake of this evaluation system and do not result in feedback to individual educators. There are no limits on the number of walkthroughs that can be conducted, provided that all educators in a school shall have a similar number of such visits.
- G) Violations of this article are subject to the grievance and arbitration procedures.

Forms Overview

Educator Tracking Sheet. This form is intended to be used to track the completion of each step throughout the educator's evaluation process. It will be completed by the educator in conjunction with his/her primary (and possibly supervising) evaluator.

Self-Assessment Form. This form is intended to be used in support of Step 1: Self-Assessment, the educator's initial step of the cycle. The form can be used by individuals or teams; however, each individual will need to submit a self-assessment. Evaluators sign the form to indicate receipt. The form includes sections for the educator to complete an analysis of student learning, growth, and achievement and an assessment of practice against performance standards. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.

Goal Setting Form. This form is intended to be used in support of Step 1: Self-Assessment and Step 2: Goal Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one student learning goal and one professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box "Proposed Goals" checked. If the goals are approved as written, the evaluator will check the box "Final Goals" and include a copy of the form with the **Educator Plan Form**. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box "Final Goals" checked and should then be attached to the **Educator Plan Form**. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.

Educator Plan Form. This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a *Self-Directed Growth Plan*, by the educator and the evaluator together for a *Directed Growth Plan* and a *Developing Educator Plan*, and by the evaluator for an *Improvement Plan*. Completion and/or submission of this form will be noted and initialed on the **Educator Tracking Sheet**.

Evaluator Record of Evidence Form. This form is intended to be used by the evaluator in gathering evidence of an educator's practice during Step 3: Implementation of the Plan. It will be completed by the evaluator and may be reviewed by the educator at any time.

Educator Collection of Evidence Form. This form is intended to be used to support the educator in collecting evidence of his/her practice. It will be completed by the educator and shared with the evaluator prior to Formative Assessment/Evaluation and Summative

Formative Assessment Report Form. This form is intended to be used in support of an educator's formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.

Formative Evaluation Report Form. This form is intended to be used in support of an educator's formative evaluation at the end of year one of a two-year *Self-Directed Growth Plan*. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative

Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering *feedback for improvement* (evaluators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.

Summative Evaluation Report Form. This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: "Attainment of Student Learning Goal(s)," "Attainment of Professional Practice Goal(s)," "Rating on each Standard," "Overall Performance Rating," and "Plan Moving Forward." Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering *feedback for improvement*. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.

Educator Response Form. This form is intended to be used in support of the educator, should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the evaluator will sign to acknowledge receipt. If the form is submitted in response to the Formative Assessment/Evaluation or to the Summative Evaluation, receipt of the response will also be noted and initialed on the **Educator Tracking Sheet**.

Unannounced Observation Feedback Form. This form is intended to be used by the evaluator during and after unannounced observations.

Announced Observation Feedback Form. This form is intended to be used by the evaluator during and after announced observations

**Plymouth Public Schools**

**ADMINISTRATION BUILDING
253 SOUTH MEADOW ROAD
PLYMOUTH, MASSACHUSETTS 02360**

TELEPHONE (508) 830-4300

FAX (508) 746-1873

www.plymouth.k12.ma.us

FACULTY HANDBOOK SIGNATURE PAGE

(Please complete this form and return it to your building principal.)

I have received a copy of the Plymouth Public Schools Faculty Handbook and understand the information outlined in the handbook. If I leave the employ of the committee, it is my responsibility to return the handbook to my building principal.

Name (printed) _____

School Assignment _____

Signature _____

Date _____