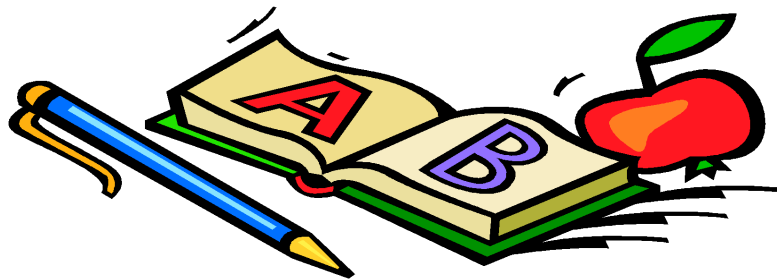


East Meadow Elementary School Parent and Student Handbook



Grades Pre-K-6
2021-2022

'America's future walks through the doors of our schools each day'
Mary Jean Le Tendre



At the request of a parent/guardian or adult student whose primary language is not English, school generated documents like the student handbook, code of discipline, procedural notices, correspondence and the like will be translated into that primary language. Requests for translation should be made to the Director of Pupil Services at 413-467-7193.

TABLE OF Contents

Introduction

Granby Public Schools Strategic Plan	4
Contact Information	5
Welcome Letter	6
Calendar	7
Faculty and Staff Listing	8
School Committee	10
Mission Statement	10
Non Discrimination Policy	11
School-Family Compact	12

General Information

Absence Policy and Procedures	13
Security	14
Arrival, Dismissal, Closings, Evacuation	14
Enrollment Cards	16
Bus Policies and Rules	16
Backpack Safety	19
Insurance	19
Lost and Found	19
School Council	19
School Volunteers	20
Handbook Acknowledgement	20
Access to Student Work	20

School Day/Academics

Assignment Books/Communication Folder	20
Books	20
Recess	20
Report Cards & Marking Periods	21
Homework	21
Vacation Homework Procedures	22
Appointments with Teachers	22
Classroom Visits	22
Conferences	22
Suggested Help Procedures for Parents	22
School Accommodation Plan	24
Educational Field Trips	25
Food Service/Chartwells	25
Title 1	26



Expectations and Discipline

Conduct and Discipline	27
Discipline Pertaining to Special Needs Students	29
Procedural requirements applied to students not yet determined to be eligible for special education.	
Prohibited Items at School	30
Cell Phone Use	32
Dress Code	32

Parent Information Section

PTO	32
Special Education Parent Advisory Council	32
Pupil Placement	32
Transfers	32
Educational Acronyms	32

Policies and Legal Information

Smoking	33
Special Education: The Individuals with Disabilities Education Act (IDEA)	34
Health Policies and Procedures	34
Life Threatening Allergy Policy	38
Americans with Disabilities Act Compliance	39
Internet Acceptable Use Policy	39
Sexual Harassment Policy	40
Student to Student Harassment	40
Student Records	41
Code of Discipline	42
Bullying Prevention and Intervention Plan	49
Bullying Allegation Form	59
Physical Restraint and Reporting Procedures	60
Curriculum Accommodation Plan DCAP	65
Chemical Health Policy	66
Title IX	66
Tobacco Control Policy	66
504 Plan Information	67
State Law Regarding Hazing	69
Civil Rights & Safety Policies	70
Grievance Procedures	72

Other

Peacebuilder and PBIS information	74
RAMS Expectation Matrix	78
Behavior and Consequence Chart	80
Appendix A- Chronic Absentee Letters	81



Granby Public Schools Strategic Plan 2019 - 2022

In the Granby Public Schools, we focus on the whole child to empower every student to become civically engaged, service-minded, responsible, and intellectually curious individuals well-prepared to participate in our culturally-diverse global community.

Offer innovative and continuous learning experiences



- Establish school-based instructional leadership teams
- Ensure curriculum is aligned with Massachusetts frameworks and within the district
- Establish an integrated K-12 assessment system
- Create an innovative program of studies

Celebrate success and engage community



- Launch a Granby Jr./Sr. High School Alumni program
- Develop an effective system for publicity
- Establish partnership with local media outlets
- Create community connections programs

Focus on social, emotional and physical well-being



- Expand continuum of services for all students
- Establish supportive school culture and climate
- Develop and implement a K-12 health and wellness curricula
- Implement innovative self-care programs and outreach

Provide resources to sustain an enriching learning environment



- Implement and communicate an effective budget process and timeline
- Create a five-year plan in collaboration with the Select Board and Finance Committee to ensure a robust budgeting approach
- Develop a long-term education plan for GJSHS
- Develop a new five-year capital plan for the school district

CONTACT INFORMATION

East Meadow Elementary School

Mr. William Lataille

Principal

	EAST MEADOW SCHOOL
School Address	East Meadow School Administrative Assistant Ann Marie Sapowsky 393 East State Street Granby, MA. 01033
Telephone Number	467-7198
Fax Number	467-9172
William Lataille Principal	467-7198 ext. 1306
Scott Taylor Dean of Students	467-7198 ext. 1307
Rebecca Mello School Social Worker	467-7198 ext. 1314
Kim Gallant School Social Worker	467-7198 ext. 3114
Stephen Sullivan Superintendent's Office	467-7193
Meghan Schepart Pupil Services	467-9237
Zach Gilley School Resource Officer	467-2162
Web Page Address	www.granbyschoolsma.org



Granby Public Schools

East Meadow Elementary School

393 East State Street, Granby, MA 01033 • Phone: (413) 467-7198 • Fax: (413) 467-3909

www.granbyschools.org



Stephen Sullivan
Superintendent of Schools

William Lataille
Principal

Scott Taylor
Dean of Students

August 17, 2021

Dear Students, Parents, Caregivers, Staff and Community Members:

It is with great pride and enthusiasm that we welcome you to the 2021-2022 school year and look forward to our work to focus on the whole child and empower every student to become intellectually curious individuals engaged in their learning. We look forward to the start of the new year at East Meadow and welcome your feedback and ideas.

Our goal with the student handbook is to provide you with the information and resources necessary to ensure you have a positive experience in our schools. We understand how important these developmental years are for our students and want to partner with you to achieve the highest success for all students. Our partnership is so important to this success and we welcome your input, and assistance through volunteering, school council and PTO support.

It is important we clearly explain the resources and support available, as well as the high expectations we have for each and every student--it is our responsibility to define and communicate these expectations. Parents, teachers, and staff must work collaboratively to ensure each student is set up for success. As a learning community, we believe all students can learn to communicate effectively, problem solve, collaborate and work independently, exhibit leadership skills, and demonstrate global awareness--all skills outlined in our Mission Statement. We must set up and model a clear, meaningful partnership between parents/families and our school community. This partnership must be built on mutual respect, pride, trust and communication. As a school, we will welcome and encourage every family to become active participants in the classroom and school community, as we collaborate with families to create and implement strategies for supporting student learning and development both at home and at school. The partnership is essential to the growth and success of the Granby School district and our students.

It is our expectation that parents and students review this handbook in order to familiarize yourselves with our rules, regulations, and general policies. A common understanding of the information in this handbook will help everyone begin the 2021-2022 school year on the same page.

We continue to recognize there will be changes this year to the way we have all been used to attending school in the past and we promise to do our best to communicate clearly, proactively and in a timely manner and ask that you partner with us and give the support needed to achieve our goal of success for every student, in every classroom every day!

With Great Esteem,

William Lataille
Principal

Scott Taylor
Dean of Students

The Granby Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Granby Public Schools prohibits discrimination on the basis of race, color, sex,



gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.



Granby Public Schools Calendar School Year 2021-2022

August 24 & 25: New Teacher Induction

August 26 & 27: Professional Development

August 30th: First Day of School Grades 1-12

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February 21-25: Winter Vacation – No School

September 3: No school
September 6: Labor Day-No School

September 7th: First day of School for Pre-k through Kindergarten

September 15: East Meadow Parent Night
September 16: Jr./Sr. High School Parent Night

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 9: Curriculum Full Day-No school
March 8, 9, 10: Kindergarten Registration

March 24, 25: Parent Teacher Conferences East Meadow Half Day -Early Dismissal NO PRESCHOOL

October 11: Columbus Day – No School
October 20: Curriculum Half Day NO PRESCHOOL

October 27, 28, 29: Parent/Teacher Conferences East Meadow Half Day Early Dismissal NO PRESCHOOL

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 5: Curriculum Half Day NO PRESCHOOL

April 15: Good Friday-No School

April 18-22: Spring Vacation – No School

November 11: Veterans Day – No School

November 22, 23: Parent/Teacher Conferences Jr./Sr. High School Half Day Early Dismissal

November 24: Half Day of School – Early Dismissal** NO PRESCHOOL
November 25-26: Thanksgiving Holiday – No School

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 4, 5, 6: Kindergarten Screening

May 20: Curriculum Half Day NO PRESCHOOL

May 26: Kindergarten Transition Night

May 30: Memorial Day – No School

December 8: Curriculum Half Day NO PRESCHOOL
December 24-January 2: Holiday Vacation-No school

DECEMBER '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 8, 9, 10: Jr./Sr. High School Finals Half Day

June 13th: Last day of School-early dismissal NO PRESCHOOL

June 19th: Juneteenth observed on

June 20th

*** subject to snow

days/cancellations

June 11th: Graduation Day

January 3: Return to School
January 17: Martin Luther King Day – No School

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**Early Dismissal Times:

NO PRESCHOOL ON EARLY DISMISSAL

11:00 a.m. Granby Jr./Sr. High School

11:40 a.m. East Meadow

Pre-school AM: Drop off: 8:15

Pick up: 10:45

Pre-school PM: Drop off: 11:45

Pick up: 2:15

East Meadow

Drop off: 8:15-8:25 End Time: 2:40

Granby Junior Senior HS

Start time: 7:30 End Time: 1:58



FACULTY & STAFF
2021-2022

PRINCIPAL	Mr. William Lataille
DEAN OF STUDENTS	Mr. Scott Taylor
ADMIN. ASSISTANTS	Mrs. Ann Marie Sapowsky
NURSE	Mrs. Karen Szlosek

NURSE LEADER	Mrs. Nancy Jenks
--------------	------------------

PRE-SCHOOL	Mrs. Maura Whalen
------------	-------------------

KINDERGARTEN	Mrs. Gail Ouimet
	Mrs. Jennifer Chauvin
	Mrs. Alyssa Lajoie

GRADE 1 TEACHERS	Mrs. April Johnson
	Ms. Kara McMahon
	Mrs. Leslie Baran

GRADE 2 TEACHERS	Ms. Sara Covalli
	Ms. Andrea Murdza
	Mrs. Michelle Tisdell

GRADE 3 TEACHERS	Mrs. LeeAnn Frank
	Mrs. Cheryl Denette
	Mrs. Beth Perron

GRADE 4 TEACHERS	Mrs. Alycia Ogg
	Ms. Tracy Ramsey
	Mrs. Patricia Illingsworth

GRADE 5 TEACHERS	Mrs. Lisa White
	Mr. James Woods

GRADE 6 TEACHERS	Ms. Samantha O'Grady
	Mrs. Laurel Parker
	Mrs. Beth Stachowicz

SPECIAL EDUCATION	Ms. Sara McNutt
	Mrs. Lorie Erickson
	Ms. Lynn Pollard
	Mrs. Tara Raymond
	Mrs. Katharyn Satkowski
	Mrs. Patricia Taylor

PARAPROFESSIONALS

Mrs. Tina Lukasik



Mr. Brian Couture

	Ms. Maureen Lempke Mrs. Deb Couture Mr. Michael Wong Mrs. Nadine Goodhind Mrs. Dorothy Tatro Mrs. Cheryl Seaha Ms. Shelley Daly Ms. Caitlin Falcone Ms. Suzanne Gordon Ms. Kasey Squires Ms. Dawn Cooke	Mr. Alex Frank Ms. Candy Minney Mrs. Amy Gaj Ms. KimberlyHanks Mr. Blake Brisebois Mrs. Lynn Walsh Ms. Kathy Lesperance Ms. Faith Bergeron Ms. Joia Jacintho Ms. Jill Apolinario
INSTRUMENTAL MUSIC	Mr. Christopher Thai	
MUSIC	Mr. Tom Walz	
MATH SUPPORT	Mrs. Kristen Naglieri	
ART	Mrs. Charlene Cloutier	
MEDIA	Ms. Savannah Fabricius	
PHYSICAL EDUCATION	Mr. Anthony Bullough	
READING SUPPORT	Ms. Jettie McCollough	
SPEECH/LANGUAGE	Mrs. Heather Hackett Mrs. Cheryl Boisselle	
PHYSICAL THERAPY	Mrs. Maura Kane	
OCCUPATIONAL THERAPY	Mrs. Michelle Fleury Mrs. Alyssa Woodward	
BEHAVIOR SPECIALIST	Mrs. Joanne Craig	
SOCIAL WORKER	Mrs. Rebecca Mello Mrs. Kimberly Gallant	
PSYCHOLOGIST	Ms. Lynsey Burns	
ELL	Mrs. Lisa Craven	
CUSTODIANS-	Ms. Anna Schmidt Mr. Kyle Musnicki Mr. John Slater	
LUNCH MONITORS	Mrs. Jeanne Pelchat Ms. Laura Desena Mrs. Kate Hall	

Granby School District



387 East State Street
Granby, MA 01033

2021-2022 School Committee

Jennifer Bartosz, Chair
Stephanie Parent - Vice Chair
Jennifer Mallette
Audrey Siudak
Jill Pelletier

Superintendent of Schools

Stephan Sullivan
ssullivan@granbyschoolsma.net
Twitter: superintendent@GranbyPS
Facebook: Granby Public Schools

Director of Pupil Services

Meghan Schepart
mschepart@granbyschoolsma.net

Curriculum and Technology Integration Coordinator

Sue Crago
scrago@granbyschoolsma.net

Director of Finance

Mr. Adam Tarquini
atarquini@granbyschoolsma.net

Director of Technology

David Lukaskiewiicz
dlukaskiewicz@granbyschoolsma.net

Data Specialist

Stacy Cutumbres
scutrumbes@granbyschoolsma.net

Every Student, Every Classroom, Every Day

Vision In the Granby Public Schools, we focus on the whole child, to develop a community that empowers every student to become civically engaged, service-minded, responsible, intellectually curious and prepared individuals engaged in our culturally diverse and global community. We encourage respectful and constructive exchange of feedback within and outside our schools as a pathway to continuous improvement leading to fearless learning.

Mission: We believe that relationships matter. We believe in the promise of every child, in the purpose every child brings to learning, and in the passion every child possesses. We believe that learning is about the growth of all aspects of the child - social, emotional, physical, and intellectual

The Granby Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Granby Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.



NONDISCRIMINATION POLICY

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The Granby Public Schools will do its part. This commitment to the community is affirmed in the following statements of the School Committee's intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the Granby Public Schools in order to achieve, to the greatest extent possible, the objectives of this statement.

The Granby Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Granby Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

If you have a complaint or feel that you have been discriminated against because of your race, , color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness, register your complaint with the Title IX compliance officer.



SCHOOL-FAMILY COMPACT

It is our belief that student achievement will improve as a result of collaboration between the school and families. We wish to communicate a common understanding of home and school responsibilities to support the success of all students.

Parent Responsibilities

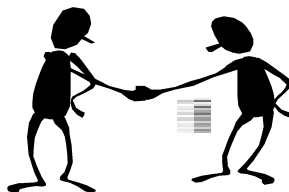
- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- See that study area is well equipped with pens-pencils, paper, ruler, markers, glue, dictionary.
- Look over homework assignments to check for understanding.
- Encourage students to work independently, but be available to assist during homework time.
- Sign and return all papers that require a signature.
- Encourage positive attitudes toward school.
- Be certain that your child is absent only when necessary.
- See that your child arrives at school on time.
- Attend parent-teacher conferences.
- Encourage your child to prioritize their activities, putting school work first.
- Encourage your child to read each day.
- Praise children often and have high expectations for your child's success.
- Help your child to resolve conflicts in a positive, non-violent way.
- Communicate with the school regarding your child and things that may impact his/her learning

Student Responsibilities

- Work hard and do my best in class and complete my homework
- Show respect for myself, my school, and other people
- Always try my best in my school work and behavior
- Obey the classroom and school rules
- Come to school prepared with homework and supplies
- Work cooperatively with students and teachers
- Accept responsibility for my own actions
- Be truthful
- Resolve conflicts peacefully
- Take home information to my parents and discuss what I am learning with them.

School Responsibilities

- Provide a positive learning environment with an emphasis on success.
- Believe that each child can learn and provide praise and encouragement.
- Set high expectations for each student.
- Communicate with families to enhance student learning.
- Respect the cultural differences of students and their families.
- Provide a curriculum that is in alignment with State Standards.
- Document ongoing assessment of each child's academic progress and share this information with parents.
- Provide a safe, pleasant and caring atmosphere.
- Provide resources to help all children be successful.
- Seek ways to involve parents in the school program.
- Help students learn to resolve conflicts in an appropriate and positive manner.



GENERAL INFORMATION

ABSENCE POLICY AND PROCEDURES

Students are expected to be in attendance every day of the school year. It is essential to the learning process and establishes good work habits. According to state law, (Chapter 76 Section 1) parents/guardians have the legal responsibility to ensure that their children are in attendance each day school is in session.

Family vacations are not encouraged during the school year. Excessive absences have a negative effect on test scores, class participation and other criteria used by the classroom teacher to establish satisfactory performance. Parents will receive notice when their child has excessive absences or tardies. Excessive absences may jeopardize a student's promotion and/or successful course completion. Arrangements should be made with the classroom teacher to clarify when and how work needs to be completed. It is the responsibility of the student to make up for class work missed during any absence. Failure to do so may result in tutoring sessions.

Regular and punctual school attendance is essential for success in school. The School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in the family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. A student's understanding of the importance of day to day school work is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school needlessly. Accordingly, parents will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

LEGAL REFS.: M.G.L. 76:1; 76:2; 76:16; 76:20

Excessive Absence or Tardiness: According to Chapter 76, Section 1 of Massachusetts General Laws, more than seven (7) absences per half year is considered excessive. There is an expectation for our Annual Yearly Progress (AYP) to have maintained at least a 95% attendance level during the school year.

Excessive absences, tardiness, and early dismissals have a negative effect on test scores, class participation, and other criteria used by the classroom teacher to establish satisfactory performance.

Result of chronic absences:

Excessive absences, tardiness, and early dismissals have a negative effect on test scores, class participation, and other criteria used by the classroom teacher to establish satisfactory performance. If your child is absent without notice, **parents/caregivers will receive personal phone calls from either the attendance officer and/or the school administration after three (3) absences.** Additionally, parents will receive a letter notifying them of their students' absences to date. At five (5) absences, a meeting will be scheduled with your child and parent/guardian to discuss our attendance expectations, as well as explain the work recovery policy. After six,



(6) absences, another letter from the school will be sent home to parent/guardians outlining the attendance expectations. In addition, a referral to the Bridge Resource Center will be sent to the parent/guardian of the child and a reasonable attempt will be made by school administration to schedule a meeting to discuss your child's absences.

Please note the school must adhere to strict attendance regulations set forth by the Commonwealth M.G. L Chapter 76 section 1. If your student is absent 9 days from school, additional interventions will be put in place to address the absences. Some of these interventions may include: a letter home to the parents informing them of the absences,

filing a Child Requesting Assistance (C.R.A) after a child misses more than 9 days in a trimester and/or filing a 51 A with the Department of Children and Families. The supervisor of attendance may pursue involvement of the court to ensure the school, child, and guardian are in compliance with this law, an appropriate referral will be made by the Child Study Team. This may result in a Child Requiring Assistance (CRA) petition filed mandating a court appearance before the Clerk Magistrate. After the eighteenth (18) absence, the school reserves the right to consider summer school or retention if the student does not successfully complete all required schoolwork. Extenuating circumstances will be addressed on an individual basis.

*Copies of the attendance letter can be found at the end of this handbook in appendix A .

Department of Elementary and Secondary Education- New accountability requirements; Defining “Chronic Absenteeism”

In the fall of 2018, The Massachusetts Department of Education of Elementary and Secondary Education issued a new accountability system for all school districts in Massachusetts. The new system moved districts away from the past practice of being recognized and/or supported solely on the results of standardized tests. The new system now includes additional indicators that will be used to recognize schools that are demonstrating success in addition to identifying schools in need of support (for more information on the new accountability system you can click [here](#)). The “chronic absenteeism” indicator is likely the one that has had the most immediate impact on schools and families.

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. The chronic absenteeism rate includes both excused and unexcused absences. Granby, like many other districts, has worked to understand this new indicator and identify ways we can address it proactively. Additionally, we are working to identify supports and resources that can be used to support families. As a district, we have had many discussions about this and have started to pilot new approaches. One step that has been taken is letters have been created and are being sent home once a student reaches 3 absences, 6 absences, and 9 absences (excused and unexcused).

These are form letters that are intended to be a part of a larger conversation and to ensure parents/families and the schools are on the same page.

SAFE SCHOOL INITIATIVE

- I. Granby Elementary Schools have adopted a program to monitor each child's arrival at school so that parents can be assured that when their child leaves for school, he/she has arrived safely.
- II. **If a child is going to be absent or late to school for one day or even a series of days**, parents are expected to call the main office before 8:00 AM and leave their name, grade level, teacher and the dates the student will be absent or late. Requests for homework should be made at this time. You may leave a recorded message should you need to call during the evening or early morning hours.



- III. The attendance list will be checked each day and parents of those students for whom the office has received no call will be contacted to determine the whereabouts of the child.
- IV. This program offers parents the peace of mind of knowing that, if for any reason, a child fails to arrive at school, parents will be informed and action can be taken.
- V. The Granby Police Department supports this effort and will offer assistance to the principal or his/her designee if a situation arises in which the whereabouts of a child cannot be determined.

SECURITY OF THE BUILDING

When visiting the school, please report to the office. If you are dismissing your child before dismissal time, please sign her/him out at the office and s/he will be called from the classroom. Please do not go directly to the classroom.

All doors will be locked during the school day. Visitors will need to use the front entrance and ring the doorbell for access to the building. The dismissal door will be opened for student pick-up dismissal time.

ARRIVAL AND DISMISSAL

EARLY DISMISSAL FROM SCHOOL

Parents are urged not to request the early dismissal of children from school except for medical or dental reasons. Appointments or engagements that can be made outside of school hours are encouraged. If an early dismissal is necessary:

- A. A note or telephone call is required in the A.M.
- B. Parents must pick up children at the school office and sign them out. Children will not be allowed to leave school alone for early dismissal.

It is requested that parents wait until the end of the school day to dismiss their child, as it can be quite disruptive to the class if children are called out of class earlier without prior notification.

If your child's dismissal differs in any way from the normal routine (different bus, different person picking up, etc.), **a note from the parent or guardian must be sent to the school**. If going on a different bus, a student must send in TWO notes (one for the bus and one for the school).



EAST MEADOW SCHOOL PARENT DROP OFF AND PICK UP PROCEDURES

Students in grades Pre-K - grade 2 will be dropped off and picked up at the main entrance (BLUE). Parents and caregivers will use the main driveway to East Meadow School and follow the route outlined in BLUE.

Drop Off between 8:15-8:25 Pick Up- Pre-School 2:30 K-6 at 2:40 PM

Students in grades 3 - 6 will be dropped off and picked up at the rear side door (ORANGE). Parents and caregivers will enter and exit through the main driveway at GJSHS and follow the route outlined below in ORANGE.

Parents and caregivers with students in both grade levels will pick up and drop off at the main entrance (BLUE). The students in grades 3 - 6 will walk up to meet their siblings at the front doors.

Drop Off between 8:15-8:25 Pick Up at 2:40 PM

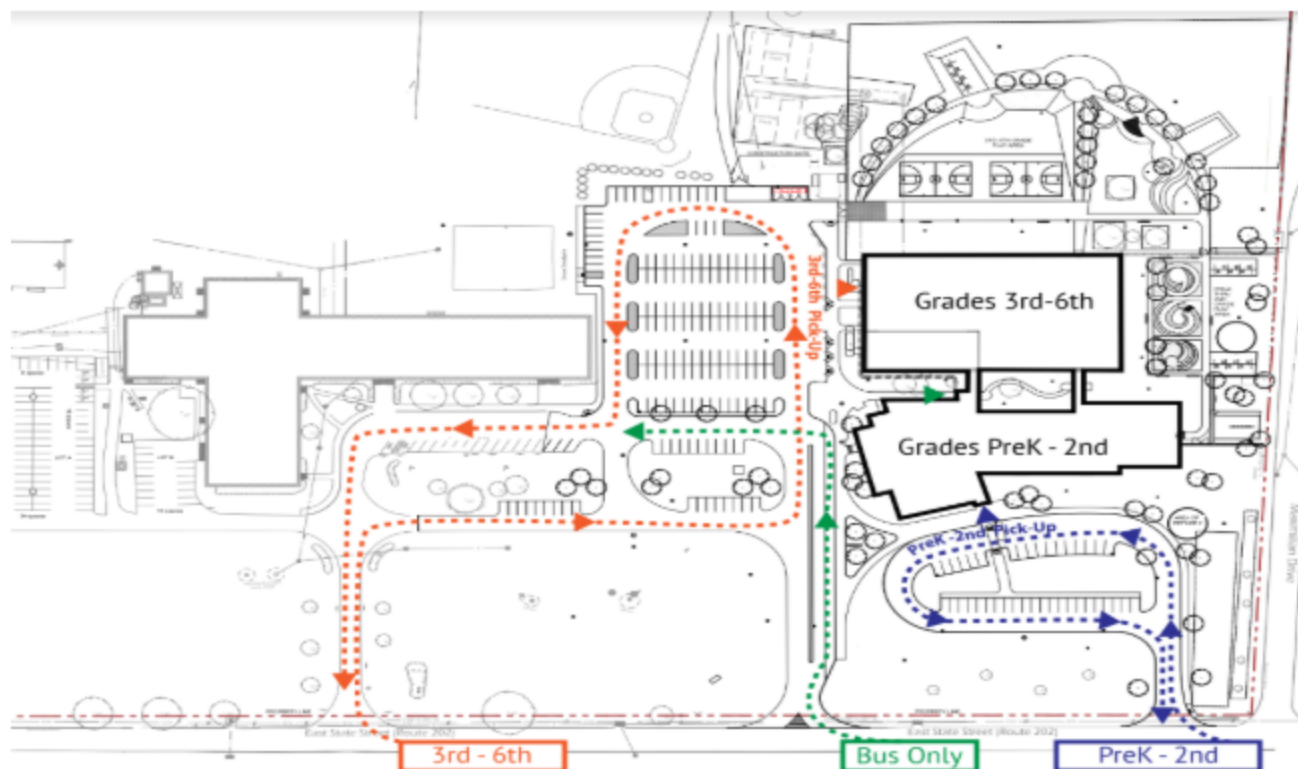
INFORMATION FOR VISITORS TO THE SCHOOL

ALL PARENTS AND VISITORS WILL NOW BE USING THE NEW MAIN ENTRANCE IN THE FRONT OF THE BUILDING.

We will be now be using the new main entrance for dropping off late students, picking up before dismissal and any other business in the office.

There are visitor parking spaces located in the new parking area in front of the building for any parents/caregivers needing to come into the school. Please park in the reserved visitor area and walk over to the main doors and use the intercom button to enter the building.

Thank you for your cooperation to make this as safe as possible for all of our students.



Arrival Time-Location

Classes Begin

Dismissal Time-Location



SCHOOL CLOSINGS OR DELAYS

School may be canceled or delayed due to inclement weather or emergencies. Announcements will be made on our website www.granbyschoolsma.org, on Radio Stations WHYN AM or FM, WMAS AM and FM, WHMP AM and WNNZ, and on television stations WGGB Channel 40 and WWLP Channel 22. **With an excessive number of school closings, there is a possibility that winter and/or spring vacations may be altered.**

EMERGENCY DISMISSAL NOTICE

Early dismissal seldom occurs. However, if such a situation should occur due to bad weather or a building emergency, please plan with your child the procedure to be followed upon the arrival at home. To assist in this process, each school will send home an Emergency Dismissal Notice to be filled out by parents, which will identify whether a child will go home as usual or to a different location. A computerized notification system (Connect-Ed) will be used to notify parents/guardians by telephone if an early dismissal is necessary.

FIRE DRILL/EMERGENCY EVACUATION

In case of a fire drill, fire or other emergency situations, all rooms have posted directions as to the proper route to evacuate the building. Students should exit the building in an orderly fashion. It is important that each student remain calm and attentive. Once all students have cleared the building and have reported to the designated outside meeting areas, attendance will be taken and children should wait for further instruction from the classroom teacher. During fire drills, students leave the building immediately at the sound of the alarm. Granby Public Schools have developed an Emergency Operations Plan to be used for emergency situations.

ENROLLMENT CARDS

An enrollment card is kept on file in the office for every student. Therefore, should you change jobs, telephone number, or address during the school year, it is important that you notify the school so that we may make those changes on your child's enrollment card.

BUS POLICIES AND RULES

A student's school day begins when he or she enters the bus and ends with leaving it. During this entire time, the student is under the legal jurisdiction of the Granby School Department. The student's bus driver has the same authority on the bus that a teacher has in the classroom.

Remember, **IT'S A PRIVILEGE TO RIDE THE SCHOOL BUS**. If your conduct and behavior is not in keeping with that expected of a young man or woman, and/or if it endangers the health and safety of your fellow riders, this privilege will be taken away from you, temporarily or permanently.

The following rules and regulations are to serve as guidelines for you to follow:

1. While waiting at the designated bus stop, students should refrain from destructive or disturbing behavior. Stay off the traveled portions of the street or highway.
2. Students should enter the bus in an orderly fashion and go directly to a seat, remaining there until their destination has been reached. Departure from the bus should also be in an orderly fashion.
3. There shall be no littering or defacing of the bus.



4. There shall be no obnoxious noise making, swearing, horseplay, throwing things from or at the bus, or any other activity which will distract the bus driver's attention from the road.
5. Students shall keep their hands, arms, and heads inside the bus at all times.
6. In accordance with STATE LAWS, there shall be NO SMOKING on school buses. The lighting of matches or other inflammable devices is also prohibited.
7. Students shall not change seats or buses unless given permission to do so by the driver or the school bus administrator.
8. Courtesy toward fellow passengers and bus drivers must be shown and adhered to at all times.
9. The emergency exits are to be used in emergency situations only, under the direction of the driver. Safety equipment on any bus is not to be handled except under the driver's direction.
10. In the event of an accident, students should remain calm, following the instructions of the driver immediately and without question. If the driver is incapacitated, the older students aboard should assume charge, proceeding immediately to evacuate the bus in an orderly fashion. Make certain that no student is overlooked.
11. No student will be allowed to leave his/her seat or stand while the bus is in motion.
12. Students will only be picked up and dropped off at their assigned stops. Students attempting to use a non-published stop will be subject to disciplinary action.
13. Large items such as skate boards cannot be brought on the bus without permission from the school principal.
14. Students are not to have any toys/objects hanging from their backpacks. These may cause injury to your child or others getting on and off the bus.
15. No eating of food is permitted on the bus.

BUS GUIDELINES FOR PARENTS

The following guidelines are presented in order that all parents will have a complete understanding of their responsibilities and vested interest in the public school transportation program.

1. Cooperation and understanding among all parties involved - parents, students, drivers and school officials - is necessary in meeting the need for safe and efficient busing. We recommend that parents review the student regulations with their children in order to answer any questions which may arise.
2. Buses are not required or expected to operate over poorly maintained roads, unaccepted streets and roads, or areas in which inadequate turnarounds exist.
3. Bus stops are arranged yearly on the basis of non-interference with the flow of vehicular traffic (whenever possible), concentration of students, availability of waiting space, and most economical use of time. Requests for door-to-door pickup and delivery cannot be honored because of the undue amount of time that such a procedure would incur.
4. Parents must notify the school principal in writing with at least 24 hours' notice if a variation from the normal procedures is being requested; e.g., to be picked up by parents.
5. In situations where someone other than the parent is picking up the child, the principal must be made aware of the specific person doing so, in order to protect your child from possible harm. The parent must inform the office and the individual may be asked to show picture identification before taking the child.
6. **Individuals picking up and/or dropping off children should not park their cars in bus loading areas** due to the tendency of students to run out between buses to get to a car; please **park in the side parking lot**. Parking on main highways is discouraged due to many hazards involved. As per Massachusetts state law, no vehicles shall pass when the red lights are flashing.



7. Buses are not to be stopped in transit for the purpose of removing or admitting children.
8. Parents are responsible for having children at the bus stop on time, at the same time, ensuring proper conduct to, at, and from. Students should be at the bus stop at least five minutes before the normal arrival of their bus.
9. Occasional variations in bus schedule must be expected due to weather conditions, equipment breakdowns, etc. Parents should use their discretion in the length of time students should wait.
10. It is essential that students be clothed adequately for seasonal conditions.
11. It must be understood that bused students must obey all transportation rules and regulations. Failure to do so will cause denial of the privilege of transportation. The laws of the Commonwealth do not require transportation if the student's conduct jeopardizes the health and safety of other passengers.
12. Except in extreme situations, parents will be notified in advance when their child's conduct is such that temporary or permanent expulsion from the bus is being considered.
13. In cases of expulsion from the bus, it is the responsibility of the parent to see to it that the youngster gets to and from school. Failure to do so could result in legal proceedings in accordance with the attendance statutes of the General Laws of the Commonwealth of Massachusetts. The Granby School Department recognizes its obligation to hear presentations of opposing viewpoints and will allow time for students or parents to appeal its decision.
14. Parents requesting changes that would result in a bus to be re-routed or the creation of a new stop should be directed to do so in writing to the:

Transportation Committee
387 East State St.
Granby, MA 01033

15. Parents are invited to communicate with the Office of the Superintendent of Schools, located in the Jr./Sr. High building.
16. Habitual bus offenders and/or their parents will be called before the Superintendent of Schools and/or Granby School Committee.

Bus routes are determined through consultation with the bus company, school personnel and the police department. They are designed to run efficiently and safely. If a parent has a question or concern regarding the bus route, that concern should be put into writing and sent to the Granby School's Transportation Committee at the central office 387 East State St. A committee comprised of school personnel, bus company, and the police Department will review these requests and respond to the parent.

It is the policy of the Granby schools not to drop off kindergarteners from the bus if an adult is not present at the bus stop to receive them. Children will remain on the bus for the duration of the route and return to the school. Parents must then come to the school to pick up their children.

BACKPACK SAFETY

When used correctly, backpacks are a very good way to carry necessities to and from school. However, backpacks that are too heavy or are worn incorrectly can cause many problems for children and can injure muscles and joints. These injured muscles can lead to severe back, neck, and shoulder pain, as well as posture problems.

The following are tips for choosing the correct backpack: buy a backpack with wide, padded shoulder straps, make sure it has two shoulder straps as well as a padded back. The correct use of both the wide, well-padded shoulder straps will help distribute the weight of the backpack.



The following are tips in order to prevent injury when using a backpack: always use both shoulder straps, tighten the straps, pack light, organize so that items that are the heaviest are put in toward the back of the backpack, and lift properly using your knees and not your back. Use both shoulder straps and tighten the straps so that the pack is close to the body.

INSURANCE

Information is distributed at the beginning of each school year informing parents of the School Insurance Plan. This is a voluntary program.

LOST AND FOUND

There is a lost and found box located outside of the office. Parents are urged to visit the school and check for lost items. It is recommended that name labels be placed on clothing and that lunch boxes and backpacks be clearly marked with the children's names. At the end of the school year, all unclaimed articles are given to charity.

SCHOOL COUNCIL

The School Councils are advisory councils formed in response to the Massachusetts School Reform law. Each building has its own School Council that is composed of the principal, two teacher representatives, three parents, and one community member. The Council works together formulating a yearly School Improvement Plan, articulating goals developed in conjunction with teachers, parents, administrators, and the community. Monthly meetings are held and open to all.

SCHOOL VOLUNTEERS

Volunteers are always needed to carry on activities, work in the library, help teachers, monitor the playground, read aloud, etc. If you are interested and would like to assist, please call the school and find out how to become a school volunteer. All volunteers will be required to have a criminal history check (CORI) and **sign a confidentiality agreement** before working in the school on a regular basis. Also, volunteers for chaperoning field trips will be required to have a CORI completed **prior** to the field trip.

HANDBOOK ACKNOWLEDGEMENT

Each parent/guardian and student must sign the verification form included, indicating that s/he has received and read a copy of the handbook. If the signed verification form is not received by September 30th, then the school district will nonetheless presume that the parent/guardian and student has received and read the handbook.

ACCESS TO STUDENT WORK

During the course of the school year, personally identifiable student work may be seen and reviewed by third parties. For example, personally identifiable student work may be displayed on bulletin boards; at fairs/shows; during Open House, Parent Night, and parent-teacher conferences; and thus, will be seen by many different people, not just the student, the parent and the teacher. In addition, as an instructional technique, students may be asked to edit, grade, review and /or comment on another student's work. All of this activity is part of the regular educational process and serves to benefit students. By signing the verification form (or meeting the



terms of the verification form) with this handbook, the student and/or the parent and/or the guardian is hereby agreeing to the disclosure of student work as outlined in this paragraph.

SCHOOL DAY/ACADEMICS

ASSIGNMENT BOOKS/COMMUNICATION FOLDERS

Thanks to the Granby PTO, each student will receive a communication folder. The students at East Meadow will also receive an assignment book. These books and folders help students develop organizational skills and learn responsibility. Teachers and parents benefit by referring to the books and checking the folders during the course of the school year to review the student's progress and effort.

BOOKS

All students are financially responsible for the care of all books, including library books, issued to them. When collected at the end of a class, unit, or year, such books should only demonstrate normal wear. **All books at East Meadow School must be covered** and students are also expected to keep their consumable books in usable condition for the entire year.

RECESS

Students should wear appropriate outerwear for safety and comfort for outdoor weather. Pupils may be asked to remain inside for recess if they are dressed insufficiently for the weather. The determination to go outside will be made by the school nurse and/or principal. Consideration will be given to temperature, wind-chill factor, and heat index.

REPORT CARDS /PROGRESS REPORTS

The purpose of report cards is to evaluate and assess children in a manner that communicates to parents and others the child's particular strengths, needs, and achievement level while taking into consideration individual learning styles and the standards and skills for their grade level.

MARKING PERIODS

TERM ONE

Progress Reports go home: October 15th, 2021
Parent/Teacher Conferences: October 27th, 28th, and 29th
Grades close - November 24th, 2021 (60 days)
Report cards issued - December 7, 2021

TERM TWO

Progress Reports go home: January 21, 2022
Parent/Teacher Conferences: March 24 & 25, 2022
Grades close - March 11, 2022 (56 days)
Report cards issued - March 21, 2022

TERM THREE

Progress Reports go home: May 2, 2022
Grades close - June 2, 2022
Report cards issued - June 13, 2022 (60 days)



HOMEWORK

Homework assignments are used to reinforce, enrich, and to provide the student with the opportunity to practice subject matter independently. Assignments vary according to grade level, but all students are expected to be responsible for their homework. Teachers will communicate with you their expectations and frequencies of assigning this work.

Parents are asked to provide a suitable place for study, establish a consistent study time, check their child's assignment, encourage completion of homework, and assist with (but not do) the work. If you are concerned about homework assignments, please contact your child's teacher.

VACATION HOMEWORK POLICY

Families are strongly encouraged to take vacation only during scheduled school vacations as it interrupts the instruction and continuity of the basic educational program. However, should a vacation occur during school days, ***please notify the school and your child's teacher in advance***. Parents should **NOT** request homework. It is not reasonable to expect that a teacher will be able to prepare a week's worth of assignments in advance, and it is difficult to request students to complete work which reflects daily lessons for which they have not been present. Upon your child's return to school, he/she will be expected to make up for the work missed during the vacation. If there are concerns regarding missed work, a meeting can be scheduled with the teacher when the child returns to school.

APPOINTMENTS WITH TEACHERS

Parents are welcomed and encouraged to come to school to talk with teachers. Please call the school or send in a note to schedule a mutually convenient time to speak with your child's teacher.

CLASSROOM VISITATION

The School Committee encourages parents and community members to visit classrooms in order to learn about the instructional programs offered in our schools. Such visits can prove most beneficial in promoting greater school-home cooperation and better understanding of how the school system functions. It is expected that a conference may follow such a visit; this may be requested by either a parent or a teacher.

Under ordinary circumstances, classroom visits will not be scheduled during the first three weeks in September or during the month of June. Visits to several classrooms in a given grade for the sole purpose of comparing and contrasting teaching styles are **not** allowed. Experience indicates that this kind of visitation is disruptive to the educational process. At all grade levels, parents are asked to focus on the program of studies their child is enrolled in for the semester or year.



The following are guidelines for classroom and school visits:

1. The principal should be contacted regarding a parent or community member's request.
2. The principal will contact the teacher and they will arrange a time and date for the visit.
3. Forty-eight hours' notice is required before a visit is scheduled.

CONFERENCES

Each child's parents/guardians are invited to meet with the teacher for a specific appointment to discuss the progress and potential of their child. There are two regularly scheduled parent/teacher conferences during the year. The first conference is scheduled in November prior to the first report card and will take place over a three day period. The second conference is scheduled in March over a two day period, and a limited number of appointments are made at the discretion of the teacher. At any time, a parent/guardian may request a conference with their child's teacher.

SUGGESTED HELP PROCEDURES FOR PARENTS

If during the course of the school year you have any concerns regarding your child, his or her teacher, or any other aspects of the school, you are requested to follow the suggested procedure listed below. We hope this method of handling problems expedites matters.

1. See the teacher - make an appointment and first discuss your concern with the teacher. It is sometimes helpful to have the child present for purposes of clarification. If this is advisable, you will be notified.
2. See the principal - If the situation has not been resolved to your satisfaction by the discussion with the teacher, make an appointment with the principal.
3. See the superintendent - If you still feel the need for further discussion about the problem, an appointment can be scheduled with the superintendent. A referral to the District Learning Team might also be made if the problem is school system based.

SCHOOL ACCOMMODATION PLAN

The Granby Public Schools are strongly committed to ensuring that every child be given the opportunity and support to be a successful and competent learner. To that end, a developmentally appropriate curriculum will be taught in a manner that addresses the needs of all students. The following plan will address the needs of those students whose progress is at risk.

Child Study/Response to Intervention Team

This team meets at least once a month according to the referrals that staff make to the team. They meet to discuss the needs of students who are experiencing difficulty either academically, socially or emotionally. The team provides support and strategies to classroom teachers as well as any other intervention that might be needed to help the student to be successful in the least restrictive setting. Minutes of all meetings are kept at the school and documentation of all interventions is placed in the student's file. This information is used when completing the student success plan.

Professional Development

A professional development plan is developed to address the on-going needs of the staff. This plan is based on district goals, teacher interest, and data acquired from test results (MCAS, etc.). Teachers are also given the opportunity. Teachers are also given the opportunity for professional development through district,



school, or outside agency workshops or conferences. These opportunities must support individual and district goals.

Collegial Collaboration and Reflection

Currently teachers meet by grade level or academic department to analyze data and reflect on their teaching. Mentors and their mentees are given time on a regular basis to observe each other and reflect on their observations.

Individual Student Success Plan (ISSP)

The ISSP is intended to describe, focus, and communicate the instruction and support for the student so that there is a coordinated strategy to help raise his/her educational performance. These plans will be developed in collaboration with pertinent staff, administrators, and parents and follow students through their years in the Granby Public Schools. They will reflect work done through the Child Study process, Title 1, RTI, and other support services utilized to assist the child in reaching their full potential.

Examples of Additional Elements

- After school and summer programs
- America Reads
- Behavior intervention plans
- Remedial Interventions
- Stress management support groups
- Regular Education Academic Support
- Reading Recovery
- Lindamood-Bell reading
- Remedial interventions
- Social Skills Training/Counseling
- 2nd Step/ Life Skills Training
- Substance Abuse Counseling
- ELL Services

EDUCATIONAL FIELD TRIPS

We believe that all children should have an opportunity to move beyond the school walls and into the community for educational field trips. These trips broaden the experience and knowledge of the students. Teachers will inform parents of the place, date, time, cost, and means of transportation for such a trip. A parent permission form will be sent home.

No student will be released to a parent/guardian from the site of the field trip; all students must return to school on the bus. All chaperones for field trips must fill out a criminal record check at least three weeks prior to the field trip.

FOOD SERVICE/CHARTWELLS

Granby Public Schools offers an online service called Myschoolbucks.com which provides parents the ability to prepay for lunch, breakfast, and view their child's account balance through the web site. All parents have the ability to set up a Myschoolbucks.com account (free of charge) and view their child's purchases and all payments. Payments may also be made by students with cash or check. All negative balances need to be paid as



soon as possible. At the end of the school year, your child's positive or negative balance will be applied to the following year. You can find directions and a website link for Myschoolbucks on the school's website under Lunch/Breakfast Program/Menus. If you have any questions please contact the Chartwells Food Service Office at 467-3688.

BREAKFAST

To ensure that no child starts the school day hungry, both schools offer a daily breakfast program available to all students. The breakfast program is designed to deliver convenience for parents and nutrition for students to start their day with a well-balanced meal. Educators and parents know that hungry students can't and don't learn. According to a study done by Rampersaud et al, there is "a beneficial effect of breakfast consumption on academic and achievement test scores, grades, school attendance, and tardiness rates." This demonstrates the need for nutrition to be part of the total education process. When the students come to school in the morning they will be able to buy a Grab & Go Breakfast in the school dining room (cafeteria), and then proceed to their classroom. When they finish their breakfast they will dispose of the trash outside the classroom. Each breakfast follows the USDA guidelines and will consist of a choice of whole grain cereals, WG bagel or WG muffins, fruit, 100% fruit juice, and a low-fat milk. The United States Department of Agriculture (USDA) released several flexibilities to allow school meal programs to serve meals safely and efficiently during School Year 2021-2022. These meal service flexibilities, available through June 30, 2022, are in response to the continued economic impact of COVID-19 and the need to adhere to strict food safety protocols.

LUNCH

It is strongly suggested that parents review the lunch menu with their children to determine which lunches the children would like to eat (menu published monthly). Students may also have the option to purchase a snack. When children express a dislike of the purchased lunch, school personnel will encourage them to eat some of it, but will not insist.

Lunch time affords the children time to relax and socialize while they eat. It is expected that children will use indoor voices, walk in the cafeteria, and follow simple rules of respect and courtesy.

TITLE I PROGRAM

The Title I program is a federally funded program which provides supplemental education in the basic skills areas. Students in need of assistance are identified both through testing and teacher/parent referral. Identified students participate in individual or small group lessons.

TITLE I – PARENT INVOLVEMENT POLICY

The Granby Public Schools, in an effort to increase student achievement through participation in the federally-funded Title I program, will provide opportunities for parental involvement in the planning, implementation and assessment of the Title I program.

These opportunities will include, but not necessarily be limited to, the following:

1. Information
2. All parents will be kept informed about the activities of the Title I program and about their children's progress.



3. Program Development and Assessment

A committee composed of parents of Title I students, members of the Title I staff, and the Title I Director will conduct an annual self-assessment of the program's effectiveness. The data gathered from the self-assessment (to include parents, teachers, administrators) will be used by the steering committee to make recommendations regarding possible revisions for the following years.

4. Parental Involvement/Education Activities

Parents will be afforded the opportunity to receive education in strategies to assist their children at home in areas covered by the Title I program, as well as other parenting issues as determined by the committee. These education activities will be provided at flexible times and sites as determined by a needs assessment.

TITLE I - PARENTAL INVOLVEMENT PROCEDURES

In accordance with the 2001 *No Child Left Behind Act*, the Title I Program Advisory Committee has developed and will implement the Parental Involvement Procedures. Granby Public Schools recognizes the importance of parents in the education of their children and encourages their participation and support.

Parental Involvement in Developing the Procedures

An advisory committee consisting of at least three parents of Title I students and the Title I director, and teacher will meet jointly to develop and agree upon the *Parental Involvement Procedures* for the West Street School Title I Program. This committee will meet at least twice a year. The annual survey and information gathered from parent meetings at Parents' Night, Open House, and Parent-Teacher conferences will be utilized in the updating and revision of this policy each year to best meet the concerns and needs of the Title I parents.

School-Parent Compact

The Family Compact found in the Parent Handbook will serve as compacts for the Title I program also. Parents, students, teachers and school share in the responsibility for promoting high student achievement. The Title I teacher creates progress reports for each marking period and can be contacted at school for phone or personal conferences during the school year.

Information about Title I

Parents will be provided information regarding the Title I program, the *Parental Involvement Procedures*, school performance, students' individual assessment, and school curriculum through the Title I brochure, individual student progress reports, parent-teacher conferences, and school-wide reports of standardized tests (eg., MCAS).

Opportunities for Parent Participation

A variety of activities will be provided for parent training and participation during the school year. These may include: Family Night, literacy workshop, annual meeting, and reading games to take home. School-based activities will take place in the evening with childcare provided.

An annual evaluation of parent participation will be conducted to determine if there has been an increase in participation or whether there are concerns that impede greater participation. This evaluation will take into consideration a log of communication between Title I staff and parents/guardians, attendance at Title I functions and meetings with Title I parents at school functions, and the number of annual surveys returned each spring.

Annual Meeting for Title I Parents

An annual meeting for Title I parents will be held in the afternoon at East Meadow School. A notice will be sent home followed by a reminder by phone. Childcare will be provided to maximize participation. At this meeting, the Title I brochure will be distributed which explains the Title I program, identifies the staff and learning team, and gives information about the *No Child Left Behind Act* of 2001 and the Title I Parental Involvement Policy & Procedures. Parents will be given the opportunity to become involved in revising the procedures.



EXPECTATIONS AND DISCIPLINE

CONDUCT AND DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

In all areas of the Granby Elementary Schools, including but not limited to the classroom, recess, playground, the halls, and the lunchroom, the following rules apply. For additional expectations please see the RAMS Matrix at the end of this handbook. The first three rules contain non-negotiable limits:

1. You cannot cause physical harm. It is important that children learn alternative solutions to anger and frustration. Reckless endangerment, hitting, punching, kicking, biting, throwing objects, or possession of weapons are forbidden.
2. Harassing behavior of any kind (including bullying) is not tolerated. Respect and tolerance will be affirmed regarding anyone's race, color, ethnic background, national origin, religion, sexual orientation, mental or physical disability, economic status, or gender. Comments that are threatening, insulting or derogatory in nature have no place at school. The civil liberties of all are protected and respected. Neither physical nor verbal bullying will be accepted.
3. Open defiance of authority such as leaving the room without permission, using inappropriate language, threatening a staff member, and talking back will not be tolerated. An unsafe situation can arise from such defiance.
4. Polite and respectful behavior is encouraged and reinforced. Children are expected to use good manners, including saying "Please", "Thank You", "Excuse Me", and "You're welcome". Waiting their turn, listening to whomever is speaking, and following classroom instructions are also very important. It goes without saying that obscenity is not allowed.
5. Honesty in all areas of life is valued. Children will be encouraged to be truthful in all ways. Cheating, lying, stealing and misrepresentation are not acceptable.

Teachers use discretion carrying out their primary responsibility and authority to maintain discipline. Rewards may range from verbal praise, extra classroom privileges, notes to parents, and visits to the principal for praise and notice. Consequences may include (but are not limited to) verbal warnings, time out, loss of recess time or other privileges, call or a note to parents, referral to the principal, and parental meetings. If a child's behavior is chronically difficult, parents will be involved with the principal and teacher in plans to assist in improvement. Any behavior, which is deemed dangerous and unsafe, will be referred to the principal who has the authority and responsibility to review the situation and take appropriate action. In-school or out-of-school suspension is the last resort when all interventions have failed. For additional information on specific consequences, please see the Behavior and Consequences Chart at the end of this handbook.

For further information pertaining to discipline, including information on suspensions, please see the School Committee Policy JIC:



LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

DISCIPLINE PERTAINING TO SPECIAL NEEDS STUDENTS

Discipline for Students with Disabilities Students Identified as Having Special Needs

1. All students are expected to meet the requirements for behavior as set forth in this Handbook. Chapter 71B of the Mass. General Laws, formerly known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).

a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.

b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

2. The IDEA and M.G.L.c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.

3. The IDEA and M.G.L. c. 71B also allows school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.

4. When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination.

5. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student: Is the misconduct the result of failure to implement the student's IEP? And is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability. A summary of the manifestation determination review will be written and a copy provided to the Parent/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see #2 and #3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the TEAM will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan. The principal or designee will notify the Special Education Office of the suspension offense of a special needs student and a record will be kept of such notices.



Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.
2. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
3. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
4. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
5. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Students Identified as Having a Disability and on a Section 504 Plan

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more cumulative days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The students' 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the result of failure to implement the students' 504 plan?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability? A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Procedural Requirements for Students Not Yet Determined to be Eligible for Special Education

If prior to disciplinary action, there is knowledge that the student(s) involved may have a disability, then all protections consistent with special education must be made available to the student(s). If the school administrator has no reason to consider the student(s) disabled but the parent requests an evaluation subsequent to the disciplinary action, there must be an expedited evaluation to determine eligibility. The school administration will notify the Student Services staff of a suspension offense of a special need student. If it appears that the suspension(s) will exceed ten cumulative days in a school year, an IEP review will be held to determine if a causal relationship exists between the misconduct and a student's handicapping condition. The team may design a modified program for the student, amend the IEP, or notify the Department of Education as needed.



PROHIBITED ITEMS AT SCHOOL

Students should not bring electronic devices (such as ipods, ipads, hand-held gaming devices) and toys to school due to the distraction that they may cause and because of their monetary value. Since these items are valuable and the school cannot accept responsibility for them, they are to be kept at home. Dangerous weapons (including but not limited to a gun or knife), tobacco products, fireworks, laser pointers, toy guns are also prohibited in school.

CELL PHONE POLICY

While students are allowed to have cell phones in their possession during the school day, the following restrictions apply:

1. Cell phones are not to be visible, turned on, or used in any way from the start of the student's school day until the end of the school day. If riding the school bus, the day starts when boarding the bus for school and ends when exiting the bus after school.
2. Any cell phone that is in use during the school day will be taken by the school staff and turned over to Administration. Parents will be notified and will be required to pick up the device in the Main Office.
3. On second and subsequent offenses, parents will be notified and cell phones will be left in the office daily.

DRESS CODE

Students are encouraged to dress and groom in a manner that is conducive to the learning atmosphere, which reflects positively on the school and community, and exhibits good taste. The school will enforce a dress code that complies with state and town ordinances concerning health and safety; conforms with community norms of decency; does not endanger health/safety, damage school property, or substantially disrupt school activities; and is subject to the discretion of the principal.

The following expectations for student dress have been established to promote a safe and optimum learning environment:

1. **Any clothing that is revealing is disruptive to the learning environment.** Clothing usually worn at beaches and while engaged in recreation activities is not appropriate wearing apparel for either boys or girls during regular school sessions or at school functions.
 - a. Shirts and blouses must completely cover the abdomen and back and have straps.
 - b. Skirts, dresses, and shorts must reach mid-thigh.
 - c. Underwear shall be covered at all times.
2. The wearing of hats, or other head coverings, is not allowed inside the school building. Hair accessories worn to keep hair in place, such as to hold a ponytail in place, are permissible.
3. Appropriate footwear is required and **must be safe** and appropriate for indoor and outdoor activity. Shoes with cleats, wheels, or spikes, socks or sock-like footwear without shoes, and **open sandals without a back strap** are not allowed.
4. Clothing must **not** display:
 - vulgar, violence, subversive, intimidation, or sexually suggestive language or images
 - obscene, defamatory or fighting/disruptive words
 - comments/designs that harass, threaten, intimidate, or demean an individual or group of individuals because of sex, color, race, religion, handicap, national origin, or sexual orientation and must **not**



promote/advertise products which students may not legally buy such as alcohol, tobacco, and illegal drugs.

5. The wearing of sunglasses inside the school is not permitted.
6. Children are encouraged to layer clothing for variable temperatures in the classroom. (eg., long-sleeved shirts, sweatshirts, and/or sweaters).
7. Attire which may be considered dangerous to the wearer or other students is not allowed. This includes (but is not limited to) chains, wallets chains, and items with spikes or studs.

PARENT INFORMATION SECTION

PARENT - TEACHER ORGANIZATION

The objective of the Granby Parent-Teacher Organization is to promote the welfare of all children through a working partnership among parents, educators, and the community at large. The PTO, in cooperation with teachers and administrators, works to provide worthwhile programs for our students such as cultural arts assemblies. It conducts fundraisers in the fall and the spring to support student programs and field trips. We encourage you to join the PTO in the wonderful work they do for our children by attending their monthly meetings.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

SPECIAL EDUCATION PARENT ADVISORY COUNCIL The Granby Special Education Parent Advisory Council (GSEPAC) will increase disability awareness in the community, provide a forum for parents and staff to share ideas, identify concerns, and support families of children with special needs; and promote inclusion of students with disabilities in all district and community activities.

For more information, please contact Meghan Schepart, Director of Pupil Services, at 467-9237 or SEPAC President, Katie Moriarty at 1110moriarty@comcast.net

PUPIL PLACEMENT

The assignment of students for instructional purposes is the responsibility of the Principal and staff of the school the child is attending. The reason for having established procedures is to ensure that each student is placed in a balanced and appropriate classroom so that optimal learning will take place. When placement involves a class moving from one building to another, consultation between Principals will occur.

Determining a student's class placement is a complicated task. In recognition of this fact, parents and guardians who wish to do so are asked to share information regarding their child's needs with the Principal by May 15th. Such information must be in writing, and requests for placements with a specific teacher will not be accepted.

Students in grades K-6 will receive notice of their class placement and teacher no later than two (2) weeks prior to the opening of school.



TRANSFERS

When a student leaves one of our schools, parents should notify the office and sign appropriate release forms with our school secretary for the receiving school.

EDUCATIONAL ACRONYMS

There are so many acronyms (letters that stand for something) in the world of education today. It's really hard to keep up with the meaning of each. Here are a few that you may have heard:

ACCESS for ELLs – ACCESS for ELLs, will be administered annually just once per year in January and February. Federal and state laws require that limited English proficient (LEP) students be assessed annually to measure their proficiency in reading and writing at grades K-12.

D.I. – Differentiated Instruction involves adapting what is taught and how it is taught depending on the different levels of ability/learning styles/interests of students within a classroom. This organized instruction is student-centered and involves multiple approaches to content/process/product, flexible groupings, on-going assessments, and expectations that are the same for all students. Taken from Instructional Practices That Maximize Student Achievement, W.B. Ribas, J. A. Deane, S. Seider

NCLB—No Child Left Behind Act of 2001 is a federal act to close the achievement gap between disadvantaged and minority students and their peers. The four areas it addresses are: (1) Accountability for results, (2) Emphasis on using what works based on scientific research, (3) Expanded parental options, (4) Expanded local control and flexibility.

MCAS—Massachusetts Comprehension Assessment System includes high quality assessments that have been aligned with state content standards. Presently, all third grade students across the state are being assessed in reading and mathematics in the spring of each year.

RTI -- Response to Intervention is a process which includes providing systematic, research-based instruction and interventions to struggling learners as an early intervention to prevent long-term academic failure. It is a general education service but can be implemented in special education setting

POLICIES AND LEGAL INFORMATION

The following are just a few of the policies for Granby Public Schools. A full list of the policies can be found in the School Committee Policy section on the district website. www.granbyschoolsma.org

SMOKING

Use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code. This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications. Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.



SPECIAL EDUCATION - The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities **Education Act (IDEA)** is a four-part piece of American legislation that ensures students with a disability are provided with Free Appropriate Public **Education (FAPE)** that is tailored to their individual needs and ensures that all children with special needs between the ages of three and twenty two will receive a free appropriate education in the least restrictive environment. These disabilities include pupils with temporary or permanent intellectual or emotional problems; sensory or physical impairments including vision or hearing problems, speech or communication disorders, cerebral or perceptual dysfunctions or other specific learning difficulties or combinations which interfere with the student's ability to progress effectively in regular education programs. The Granby Schools make every effort to educate all students in our schools if possible, believing its environment is the most normalizing and enriching. To this end, attempts are made to:

1. Find and evaluate at the earliest possible time all children with learning problems,
2. Develop an Individual Education Plan (I.E.P.) for each child who needs special help, and
3. Provide these services primarily within the local schools

To accomplish the above responsibilities, the Granby Schools have initiated several procedures to identify and remediate children's learning problems:

1. All parents of three year old children are notified of yearly screenings to determine learning issues. Communication with local agencies is ongoing to help identify any children not yet enrolled who may have special needs. All parents of preschool aged children may at any time call to arrange such a screening.
2. A Child Study Team meets monthly where staff members discuss children who are not being successful in the classroom. Adaptations and modifications are discussed and implemented. Occasionally, special education referrals may be made from this group.
3. Evaluations are carried out by the Special Education Team. The members could consist of: parents, the principal, the school psychologist, the special education teacher, speech language pathologist, classroom teachers, and the school doctor or nurse. A team chairperson is designated to organize the meeting, and to act as a parent liaison. Parent involvement is both mandatory and encouraged.

This program benefits many students, allowing them to be as successful as possible. At East Meadow School, the special education staff consists of the special education teachers, paraprofessionals, school psychologist, speech language pathologist, occupational therapist, and contracted personnel for such areas as physical and vision therapy.

If you feel that your child has special needs, please contact Meghan Schepart, Pupil Services Director, at 467-9237.

HEALTH POLICIES & PROCEDURES

East Meadow has a school nurse available to the students and faculty from 8:00 a.m. until 2:30 p.m. She is responsible for the care of any injuries or ailments that occur at school; for the administering of any physician-ordered medication; for fulfilling the state requirements for annual vision, hearing, height, weight, and body mass index screening; and for any preventive health programs. A more detailed job description is available in the principal's office. There is also a school physician hired by the Granby School System who is available to the school nurse for consultation, and for physical exams as needed.



The following procedures and policies will explain in more detail the expectations of you and your child.

The Granby Public Schools is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and keep members of our school community safe is face masks. Therefore, by following guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE), and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

^{5,10}

EBCFA GRANBY PUBLIC SCHOOLS FACE MASK POLICY

The Granby Public Schools is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and keep members of our school community safe is face masks. Therefore, by following guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE), and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.^{5,10}

A face mask that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation regardless of vaccination status. Masks will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. For individuals requesting an exemption, a mask exemption note from a physician is required¹. Face shields or plexiglass barriers may provide an alternative- in some instances for those students with medical exemptions.

Additionally, face masks will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- while outside

A student's face mask is to be provided by the student's family. Staff members are responsible for providing their face coverings. The district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

Tightly woven cloth masks should be at least two to three layers thick. They must fit snug on the face and completely cover the individual's nose and mouth properly. Masks should not be able to fall down or off of any individual's face and should be fastened securely on the student/staff member. Masks should allow the individual to breathe without restriction and should be able to be washed and machine dried without damage or change to shape^{3,5,7}. Individuals may also wear a one time use surgical mask, which will be disposed of after use. N-95, or KN-95 masks if they choose. Masks worn around the neck (buff, gaiter or fleece), masks with valves, and bandanas are not allowed as they are not an adequate droplet barrier⁴ and may not provide adequate protection against COVID-19^{4,6,8,9}.



Unacceptable face masks: Gaiters, bandanas, and masks with valves.



Gaiters Bandana Mask with valves

Pictures of acceptable and unacceptable (crossed out) masks



If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be provided an acceptable mask to wear while in the school/district facility. Visitors who refuse to wear a mask or remove the mask during their visit in the school building will be asked to leave the premises.

This policy will be reviewed periodically by the School Committee and changes may be made to the policy throughout the school year.

Date Approved by School Committee: August 11, 2021



COVID Social Distancing Guidelines

Students will be encouraged, when possible, to maintain a minimum distance of 3 feet.

Hand Washing/Sanitizing

Students will need to follow all instructions in regards to handwashing and the use of hand sanitizing stations when directed to do so by faculty and staff. Specific handwashing times will include but are not limited to:

- **Upon arrival at school**
- **Before eating**
- **Before dismissal**

Student Traffic – Halls

There should be a distance of 3-6 feet maintained from peers while walking in the hallways. Arrival and dismissal from school students will need to follow all faculty and staff directions related to safely entering and exiting the building. Since no list of guidelines can cover every possible situation that may arise, students are reminded that they are required to follow all reasonable requests made of them by members of the faculty a

IMMUNIZATIONS

Students entering the Granby Public Schools for the first time, whether at preschool/kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to successful immunization against diphtheria, pertussis, poliomyelitis, tetanus, measles, hepatitis B, and such other communicable diseases as may be specified from time to time by the Department of Public Health. A child shall be admitted to school upon certification by a physician that he/she has personally examined such a child and that in his/her opinion the physical condition of the child is such that his/her health would be endangered by such vaccination or by any of such immunizations. Such certification shall be submitted at the beginning of each school year to the physician in charge of the school health program. If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the department of public health, whose decision will be final.

In the absence of an emergency or epidemic of disease declared by the department of public health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with his/her sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school.

PHYSICAL EXAMINATIONS

Once each school year, students will be required to participate in a vision and hearing screening and screening for other physical problems as provided for by M.G.L. All kindergarten students must have a documented vision screening within the previous 12 months. A record of the results will be kept by the school nurse. Every student will be required to complete a general physical examination by their primary care physician at the prescribed intervals; upon entering the Granby Public Schools in Preschool/or Kindergarten and subsequently during the fourth, seventh, and tenth grades and must provide written documentation of this physical examination. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept by the school nurse.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. Except in an emergency, the school physician will not prescribe for or treat any student.



Whenever the school nurse finds a child to be suffering from any disease or medical problem, the situation will be reported to the parent or guardian.

The school nurse will make monthly reports to the Department of Public Health of the number of students examined, dismissed, or referred to the student's primary care physician.

MEDICATION POLICY

Medication will be given to children in school under exceptional circumstances when a child is required to take medication during school hours and the parent cannot be at the school to administer it. In this instance only, the school nurse or her designee will administer the medication. This can only be done with a physician's order. At the elementary level, any over-the-counter medication (including Tylenol and Motrin) must be accompanied by a physician's order.

In accordance with Massachusetts General Law Chapter 112, Section 80B, the Granby School Committee has approved the following medication policy:

1. Written instructions signed by the parent and the physician will be required and will include:
 - a. Child's name
 - b. Name of medication
 - c. Dosage
 - d. Time to be administered
 - e. Purpose of medication
 - f. Possible side effects
 - g. Duration /Discontinuation date
2. Medication must be kept in a locked cabinet.
3. Medication must **be** provided in an original pharmacy container labeled as to name of medication, dosage, time to be administered, student name, and prescribing physicians. (If a medication is taken both at home and at school, duplicate containers should be requested from the pharmacy to avoid unnecessary round trip transportation)
4. A parent or guardian must deliver and pick up medication. Students are **not** allowed to transport medicines.
5. A maximum of sixty (60) days' supply may be kept in the school.
6. The parent is responsible for informing the school of any change in the child's health or change in the medication.
7. Any unused, discontinued, or outdated medication will be returned to the parent or guardian. All medications must be picked up the last week of school by this adult. No medication will be kept in the nurse's office over the summer months.
8. A daily medication log will be kept on each student, containing the dose, date and time of administration or omission through our school health computer program.

HEALTH SCREENING PROGRAM

Screening programs are conducted each year for K through 3rd grade. Each child is weighed, measured for height, and screened for vision, hearing, and body mass index. Students in grade one will have their body mass



index screening results mailed to their home according to state regulations. Parents are notified of any questionable findings and are then urged to take their child to a specialist for further evaluation.

COMMUNICABLE DISEASES

The Granby Public Schools is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the Granby Public Schools' responsibilities to disabled children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases. Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The Granby Public Schools reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a disabled child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the Granby Public Schools shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent or his/her designee and documented in the Individual Health Plan.

HEAD LICE POLICY

Granby Public Schools recognize that head lice are not a health hazard or a sign of poor hygiene, and this policy shall not constitute a strict "no-nit" policy. This policy is in place to provide guidance on the process which will be followed in order to manage the potential spread of head lice.

Students suspected of having head lice shall be sent to the Nurse for a head lice examination. If the student is deemed to have head lice, the Nurse will determine if the student is to be sent home. In all cases of suspected



head lice, the Nurse shall notify the student's parent(s)/guardian(s) that the student has head lice. The nurse will also instruct the parent(s)/guardian(s) as to the proper procedures for treating head lice.

The Nurse shall re-examine the student for head lice upon returning to school. The Nurse has discretion to send the student home based upon the re-examination. If a student has repeated episodes with head lice, the school nurse will attempt to work with the family and/or pediatrician to ensure the student does not have too many absences related to head lice.

ILLNESS AT SCHOOL

Control of illness at school is a primary goal of the Elementary Schools. In order to protect the entire class of children and teachers, we ask that parents help us by keeping sick children at home. If they have experienced any of the following symptoms within the last 24 hours, please do not send them to school:

1. fever over 100.4 F.**
2. chronic runny nose with thick, colored discharge
3. harsh, moist and frequent cough
4. diarrhea or vomiting
5. eyes that are red and weepy

****Temperature needs to be less than 100.4 F. without the use of Tylenol or Motrin.**

Please notify the school when your child is going to be absent. A written note is not necessary upon your child's return unless we were not made aware of his /her illness.

Children who become ill at school are evaluated by the school nurse and are usually dismissed to the parent or guardian. If a parent or guardian cannot be reached, the emergency person listed on the emergency card is called to pick up the child.

The nurse is available daily for first aid. After such administration, the parents are notified according to severity. All information regarding a child's visit to the clinic is logged every day; a special accident report is written if the situation warrants it.

Children should not return to school if they are still too ill to participate in school activities. If there are extenuating circumstances (breaks or sprains, seasonal allergies etc.) that might necessitate temporary exclusion from gym or recess, a note should be sent in by the parent to the school nurse with information pertinent to the situation. This should be accompanied by a doctor's note if appropriate.

LIFE THREATENING ALLERGY POLICY

The Granby Public Schools is dedicated to providing a healthy, safe environment for its students. Students identified with life threatening allergies (i.e. food, bees) will be provided for as necessary in the school environment. Granby Public Schools policy will support protocols to

- (a) reduce exposure to allergens to the best of our ability, knowing that we can only be allergen-safe, not allergen free,
- (b) establish procedures to treat allergic reactions. The Granby Public Schools will provide adequate training to educate staff in the management of life threatening allergies.



A student identified as having a life-threatening allergy must have a written statement clearly documenting the allergy from his/her primary care health provider or a board certified allergist. When questions arise, the need for this may be determined in consultation with a board certified allergist employed by the school system.

The student who has an allergy and who is making effective educational progress in the regular educational program does not need a special education evaluation, an IEP, or special education services. However, he/she has the right to have reasonable accommodations for his/her disability under section 504.

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

It is the practice of the Granby Public Schools to include information on ADA rights and requirements in documents posted in prominent locations and on all program brochures and manuals.

The Granby Public Schools do not discriminate on the basis of disability. Students, parents, school employees, members of the general public, job applicants and others are entitled to participate in and benefit from all school programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in alternative print format (large print, audiotape, computer disk). Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are available upon request.

To request ADA and 504 services, contact Meghan Schepart, Pupil Services Director, at 467-9237.

The Civil Rights Compliance Officer for the school district is
Meghan Schepart, Pupil Services Director; - 467-7193

The Title IX Officer for the school district is
Meghan Schepart, Pupil Services Director, - 467-7193

ACCEPTABLE USE POLICY- TECHNOLOGY

In order for students to be able to use the internet at school, all students and parents must read the complete Acceptable Use Policy and sign an "Internet and Website form" which is being sent home the first day of school in a packet. **No student will be allowed to use the internet until this form is received in the office.**

Granby's Acceptable Use policy can be found on under the School Committee Policy section of the district website (policy IJND-R) or by clicking on the following link:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/994519/IJNDB_2_12_15_Technology_Acceptable_use_Policy.pdf

SEXUAL HARASSMENT POLICY

The School Committee is committed to safeguarding the right of all persons associated with the Granby Public Schools, including students, employees, school committee members, and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, the School Committee condemns and prohibits all sexual harassment on its premises.



All individuals associated with the Granby Public Schools, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from school premises or, if it is required that they enter the premises, they will be accompanied by a Granby Public Schools representative at all times.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department. If the sexual harassment required the intervention of state social service or protective agencies, the proper authorities will be contacted. In these circumstances, the Granby Public Schools' attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Any student, employee or individual acting legitimately on school property who believes that he or she has been subjected to sexual harassment should make a complaint to his or her supervisor, teacher, guidance counselor or building principal so that appropriate action may be taken at once.

Management representatives are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their area of supervision. This includes directly confronting the harasser when a management representative observes harassing behavior, and /or reporting the activity to the appropriate person.

Complaints will be investigated promptly and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

School Committee Policy: GBAA

Legal References: Title VII, Section 703, Civil Rights Act 1964 as amended 45 Federal Regulations 746776 issued by Chapter 622/EEOC Title IX of 1972 Education Amendments

STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Granby Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.



Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment. Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion. The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: MASC

LEGAL REF.: M.G.L. 151B:3A Title VII, Section 703, Civil Rights Act of 1964 as amended BESE 603 CMR 26:00

REFS.: "Words that Hurt," American School Board Journal, September 1999, National Education Policy Network, NSBA

STUDENT RECORDS

A. Directory Information Notice

The Granby Public Schools has designated certain information contained in the education records of its students as directory information for purpose of the Family Education Rights and Privacy Act (FERPA) and the Student Record regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: 1) name, 2) address, 3) telephone number, 4) date and place of birth, 5) major field of study, 6) participation in officially recognized activities and sports, 7) weight and height of members of athletic teams, 8) dates of attendance, 9) degrees, honors and awards received, 10) post high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

B. Rights of Parents with No Physical Custody

It is necessary for divorced parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of the child. If a parent does not have physical custody of a child, then the parent will not be allowed to access the records of his/her child unless the parent has submitted three documents to the principal:

1. A written request submitted annually to the principal to access the records of his/her child;



2. A certified copy of the probate court order or judgment which must indicate that the parent has not sought or been denied shared legal custody and is entitled to unsupervised visitation with the child, or a certified order of the probate court which specifically orders the parent to receive school records of the child. That order must state that it is being made after a review of any court records, including criminal records of the non-custodial parent that giving the information will not pose a safety risk to the custodial parent or child and it is in the best interests of the child to provide the information to the non-custodial parent.
3. An affidavit of the non-custodial parent that no temporary or permanent protective order is in effect restricting access to the custodial parent.

After the school system receives these documents, the school can allow the non-custodial parent to have access to the child's records only after the school has notified the custodial parent and twenty-one days have elapsed from this notification. During that twenty-one day period, the custodial parent can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders; if such orders are provided to the school system, then the school cannot release records.

C. Amending Your Child's Record

1. A parent has the right to add information, comments, data, or any other relevant written material to the student's record. The parent should submit the additional information in writing to the principal with a written request that the information be added to the student record.
2. A parent has the right to request in writing deletion or corrections of any information contained in the student record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - If a parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
 - If the principal's decision is not satisfactory to the parent, the parent may file an appeal to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
 - If the Superintendent's decision is not satisfactory to the parent, the parent may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).

Notice On Transfer To Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Granby Public Schools forwards the complete school record of a transferring student to schools in



which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

f. **Destruction of Records**

Notice is hereby given that the temporary record of a student will be destroyed no later than five (5) years after the student transfers, graduates or withdraws from the school system. When the student transfers, graduates or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction. In addition, each year, the principal and/or teachers and/or other services providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any late arrivals, as well as examples of student work. If the eligible student or the parent/guardian wants those records, they must request, in writing, prior to the last day of school that the documents be provided to them.

CODE OF DISCIPLINE

ABOUT RULES AND REGULATIONS

Every group must have certain rules by which it exists. Granby students are here to participate in the process of education as they grow intellectually, socially, and physically to mature into well rounded citizens.

So that we can properly encourage this growth, a set of rules and regulations has been established. They are not meant to be restrictive but are designed to foster good citizenship and to allow the student body the opportunity to achieve its educational goals.

Unfortunately, some students indulge in anti-social and disruptive conduct which may hinder their own education and infringe upon the educational rights of their classmates. All students in the Granby School District have the right to an education that will foster development to their maximum potential. Given this right, any student whose conduct disrupts the educational process may be subject to suspension or other disciplinary action.

Cases of unacceptable conduct will be judged, as far as possible, on individual merits. The following list (but not limited to) are examples of interventions or consequences available to school authorities to maintain a desirable educational atmosphere: student conference, notification of student's behavior to the parent, parental conference, loss of privileges, probationary status, exclusion from school activities, detentions, lunch detention, peer mediation, In-house Alternative Program, Saturday School, community service, suspensions, prosecution in court, and expulsion.

Not all issues can be outlined in this handbook. Items listed are for the purpose of example and administration reserves the right to administer consequences as deemed appropriate for the situation.

School rules apply at school and all school-related activities and functions such as dances, field trips, etc.

DUE PROCESS RIGHTS

Any student facing the possibility of an external suspension from school is entitled to the rights of due process. External suspensions may be short-term, ten (10) days or less, or long-term, more than ten (10) days.



The Principal or his/her designee will conduct an informal hearing for students facing a possible short-term suspension. The student will be informed of the allegations or charges and will be provided with an opportunity to respond by presenting his/her version of the events to a school administrator. Witnesses possessing knowledge of the conduct in question may be present.

The Principal or his/her designee will decide whether to suspend the student based upon the evidence presented at the informal hearing. If a decision is made to suspend the student, the student and his/her parents will be notified of the length of the suspension and the reasons for the suspension. The student may appeal the suspension to the Superintendent within ten (10) days of the suspension decision.

If a student's presence in school presents a danger to himself/herself or to other students and/or staff, or disrupts the educational process, an immediate suspension may be imposed prior to instituting the aforementioned steps.

In the case of a long-term suspension (more than ten (10) days) or permanent expulsion from the Granby Public Schools students will be afforded the due process rights listed above in addition to written notice of the following:

1. A formal hearing to determine whether or not to impose a long-term suspension or permanent expulsion including the date, time, and place of the hearing.
2. The charges and a description of the evidence to support the charge.
3. The right to be represented by a lawyer or advocate (at the student's expense).
4. The right to present evidence and witnesses.
5. A reasonably prompt written decision, including specific grounds for the action.
6. The right to appeal a decision for a long-term suspension or expulsion to the Superintendent within ten (10) days of receipt of the written decision. In instances covered by M.G.L. c.71, § 37H1/2, the student shall notify the Superintendent in writing of his/her request for an appeal no later than five (5) calendar days following the effective date of the suspension.

Depending upon the severity of the conduct, a report may be made to the Granby Police Department. A student and/or parent/guardian may not require the Principal to remove reports of disciplinary incidents, including criminal acts with which the student was charged or conduct for which the student was suspended, from the student's school file or records, pursuant to M.G.L. Ch. 71 § 37H and § 37H ½.

LEGAL REFS.: M.G.L. 71:37H; 71:37H ½

STUDENT DISCIPLINE

The Granby School District adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws, Chapter [71, §§37H, 37 H1/2](#) and [37 H ¾](#) and 603 CMR 53.00 et seq. Unless the misconduct falls under M.G.L., c. [71, §37H](#) or [§37 H1/2](#) (described below), the following procedures shall apply for in-school suspensions and out-of-school suspensions (including emergency removals, short-term suspensions, and long-term suspensions).

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct. Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents. Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.



The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. If a student receives in-school suspensions for more than ten (10) consecutive or cumulative school days, the due process procedures described below for a long-term suspension shall apply. Students who are placed in in-school suspension shall have the opportunity to earn credits, make



up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

Notice of In-School Suspension:

The Principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal or his/her designee determines that the student committed the disciplinary offense, the Principal or his/her designee shall inform the student of the length of the student's in-school suspension.

On the same day as the in-school suspension decision, the Principal or his/her designee shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. On the day of the suspension, the Principal or his/her designee shall send written notice (by hand delivery, certified mail, first class mail or email) to the student and parent/guardian including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent/guardian Meeting:

The Principal or his/her designee shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal or his/her designee is unable to reach the parent/guardian after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.



The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-

delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the



Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.



Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC December 2014

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.



**Granby Public Schools
Bullying Prevention and Intervention Plan**

TABLE OF CONTENTS

NEEDS ASSESSMENT2

PRIORITY STATEMENT 3

DEFINITIONS..... 3

REPORTING AND INVESTIGATION PROCEDURES 4

ACCESS TO RESOURCES AND SERVICES8

STUDENT PREVENTION PROGRAMS AND ACTIVITIES 8

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT::9

COLLABORATION WITH FAMILIES 10

PROBLEM RESOLUTION SYSTEM.....10

RELATIONSHIP TO OTHER LAWS 10

Appendix: Bullying Allegation Report Form

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber bullying, are prohibited on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.



As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or program

I. NEEDS ASSESSMENT

The Granby Public Schools will periodically assess the needs of the District by: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). Information will be gathered through analyzing the Incident Report Forms completed for the prior year as well as surveying students and staff. This information will help to identify patterns of behaviors and areas of concern, and to help the District make informed decisions about prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. A task force will meet annually to review the effectiveness of the plan and make adjustments based on data gathered at each school, as well as to discuss the latest up-to-date research on ways to prevent bullying.

At least once every four years beginning with 2017/2018 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

The following are responsible for the implementation and oversight of the plan:

The Building Principal, in consultation with the Superintendent and various school staff, is responsible for: 1) receiving reports on bullying; 2) collecting and analyzing building-and/or-school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and 4) planning supports that respond to the needs of targets and aggressors; 5) designating key staff to be in charge of implementation of the plan; 6) and amending student and staff handbooks and codes of conduct.

The Superintendent, in consultation with the Building Principals, is responsible for: 1) planning for the ongoing professional development that is required by the law; 2) choosing and implementing the curricula that the school or district will use; 3) leading the parent or family engagement efforts and drafting parent information materials; and 4) reviewing and updating the Plan each year, or more frequently.

The School Committee, in consultation with the Superintendent, is responsible for developing new or revising current policies and protocols under the Plan, including an Internet safety policy.

II. PRIORITY STATEMENT

The Granby Public School District expects that all members of the school community are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior.

The Granby Public Schools recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The



school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

III. DEFINITIONS

Aggressor is a student or staff member who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Cyber-harassment is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, emails, instant messages or text messages using computers, cell phones and other electronic devices which is motivated by target individual or individuals membership in a protected group, whether real or perceived.

Department of elementary and secondary education.

Harassment is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/natural origin, disability, gender, gender identity, sexual orientation and age.

Hazing is defined as 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 activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.



Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

School district the school department of a city or town, a regional school district or a county agricultural school.

School grounds property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Sexual harassment is defined in Massachusetts as; sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when 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 decisions regarding student evaluation or participation in school programs or activities; or such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's work or school performance by creating an intimidating, hostile, humiliating or sexually offensive environment.

Sexual Assault is defined as sexual touching that is unwanted and offensive. Refer to MGL; Chapter 265, section 13H, 13B, 13F, and 13B 1/2. All allegations of sexual assault will be referred immediately to the District Attorney's office via the Granby Public Department.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, and advisors to extracurricular activities, support staff, or paraprofessionals.

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

Victim a student against whom bullying or retaliation has been perpetrated.

IV. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The requirement to report to the principal does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Reports can be made using an Incident Reporting Form located in the main office, counselor's offices, and the nurse's office. Forms can also be downloaded off the school's web site. Use of an Incident Reporting Form is not required as a condition of making a report. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports may be made via the bullying hotline by calling 413-467-7520 or by email reportbullying@granbyschoolsma.net. Reports should include specific details of the bullying behavior as well as the name of the alleged aggressor(s), date/time, location, and names of witnesses or bystanders. Students, parents or guardians, and others may request assistance from a staff member to complete a written



report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Reports may be made to any district staff who will then report to one of the following:

At East Meadow

- William Lataille, Principal
- Scott Taylor, Dean of Students
- Rebecca Mello, School Social Worker
- Kimberly Gallant, School Social Worker

Responding to a Report of Bullying or Retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal will take additional steps to promote safety during the course of and after the investigation, as necessary. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

The principal will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Investigation

The principal or designee will investigate all reports of bullying or retaliation; and in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The investigation should be completed within one to five school days.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, or other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent possible, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

All allegations of sexual assault will be referred immediately to the District Attorney’s office via the Granby Police Department.



Determinations

The principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

If the principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

The principal will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal will work with appropriate school staff to implement them immediately.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination (<http://www.doe.mass.edu/pqa/prs/>).

Obligations to Notify Others

- **Notice to Parents or Guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for



responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- **Notice to another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

V. ACCESS TO RESOURCES AND SERVICES

Counseling and Other Services Include

- School adjustment counselors
- Guidance counselor
- School Resource Officer
- Nurse and Nurse Leader
- Support groups offered in school for identified students
- Immediate response to identified incidences/crisis
- Counseling staff available for immediate family support services
- Counseling staff can make referrals to outside support services for family members of the involved students

Referral to Outside Services

If school counselors assess the student's need for counseling is greater than what can be provided in the school setting, counselors will work with students and family to identify outside resources. Counseling staff will inform families of available resources through email or phone contact as appropriate. Referrals may include the following:

- Emergency/Crisis team (Clinical and Support Options)
- Service Net
- Child and Family Services
- Private Practitioners
- Educational services through the District Attorney's Office
- Intensive Care Coordination
- River Valley Counseling

Students with Disabilities

When the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. These may include among other things, social skills training, a functional behavioral assessment, or a behavior plan.

VI. STUDENT PREVENTION PROGRAMS AND ACTIVITIES

Specific Bullying Prevention Approaches



Classroom Approaches

- Peacebuilders K-12
- PBIS (K-6)
- Building relationships
- Defining clear expectations
- Educating students on bullying and its impact
- Restorative practices

Whole School Approaches

- High teacher visibility in hallways, at lunches, at recess, and before and after school
- Small class sizes
- Responsive Classroom K-6
- Building Support Teams/Child Study Teams
- Middle School Team meetings.
- Lunch buddies
- Infusion of bullying topics and internet safety into curriculum at all levels.
- Health curriculum supports social/emotional learning
- Student Support Suite
- Peer-to-peer mentoring
- Bridge Resource Class
- Providing information to parents

Focused Strategies for Bullying Prevention and Social Skills Strategies

- Use of behavior modification plans, as needed
- Second Step
- Individual Counseling sessions, as needed
- Outside Contracted Vendors to Provide Social Skills Training, as needed
- Individual student safety plans

VII. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Training on the Plan

Annual training for all school staff including teachers, paraprofessionals, kitchen staff, custodians, secretarial staff, administrators and bus drivers will occur within the first 30 days of each school year. Training will include staff duties under the plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to complete training within 30 days of hire. At the start of each school year, the building principal or his or her designee will review the student-related sections of the Bullying Prevention and Intervention Plan with all students.

Ongoing Professional Development

Ongoing professional development will occur at various faculty meetings, in-service days throughout the school year.

The professional development will focus on the following topics:

- Developmentally (or age-) appropriate strategies to prevent bullying.
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents.
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.



- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
- Information on the incidence and nature of cyber bullying.
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEP's). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Written Notice to Staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the code of conduct. Staff will sign off on all training received and copies of training records will be maintained in the Superintendent's Office.

VIII. COLLABORATION WITH FAMILIES

Parent Education and Resources

The school district will review annually for parents and guardians the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. This will be done at the Open House in the fall.

Notification Requirements

Each year the school district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used, including information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will include in the student handbook, the student-related sections of the Plan and the school's Internet safety policy.

The school or district will post the plan on its website

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.



**GRANBY PUBLIC SCHOOLS
BULLYING ALLEGATION FORM**

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made*
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:** ☐ Target of the behavior ☐ Reporter (not the target)

3. **Check whether you are a:** ☐ Student ☐ Staff member (specify role) _____
☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. **If student, state your school:** _____
Grade: _____

5. **If staff member, state your school or work site:** _____

6. **Information about the Incident:**

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incident(s): _____



Time When Incident(s) Occurred:_____

Location of Incident(s) (Be as specific as possible):_____

7. **Witnesses** (List people who saw the incident or have information about it):

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

Name: _____ • Student • Staff • Other _____

8. **Describe the details of the incident**

PHYSICAL RESTRAINT & BEHAVIOR SUPPORT PROCEDURES

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Granby Public School community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Granby Public School staff and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Granby Public School from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

1. **Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**

a. Granby Public Schools will utilize a variety of internal and external support to identify students in need and provide interventions to address academic, emotional and social needs.

b. Interventions include but are not limited to: relationship building, positive behavioral interventions, or student support interventions that can also be utilized, for example: Restorative Justice strategies, Granby’s Tiered System of Support/Response to Intervention Team (RTI), Reflection Center, counseling, referral for evaluation in the area(s) of need. Functional Behavior Assessment, (FBA), clinical assessments, behavior plans and behavior contracting, and home school communication will also be utilized.



2. Methods for Engaging Parents

a. Granby Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council or the parent-teacher organization.

b. Any parent with concerns about the use of physical restraint at any school within Granby Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

3. Alternatives to Physical Restraint and Methods of Physical Restraint

a. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

SUGGESTED OPTIONS INCLUDE:

- Positive behavioral interventions
- Calm, neutral, respectful approach and posture
- Use of humor
- Active listening
- Validation, empathy
- Collaborative problem solving
- Clarification of expectations
- Verbal redirection
- Natural consequences
- Use of a take a break space
- Relaxation techniques
- Adjusting the classroom environment (e.g. reduce noise and distractions, change seats, groups or seating arrangement)
- Call administrator and/or school adjustment counselor for support
- Physical escort to a separate space for time-out
- Removal of student from room or removal of others from room to limit audience

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to a physician documented medical conditions which have provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm.

Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.



Physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm.

The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00

4. Prohibited Forms of Restraint

a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Granby Public Schools.

b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Granby Public Schools.

c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:

- The student has a documented history of serious self-injury and/or injuries to other students or staff;
- All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
- There are no medical conditions documented by a licensed physician;
- There are no psychological or behavioral conditions documented by a licensed mental health professional;
- The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
- The building Principal, or designee, has provided written approval.

Granby Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

a. Staff Training:

All staff/faculty will receive training regarding the District's Physical Restraint Policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.

b. Required training for all staff will include review of the following:

- Granby Public Schools Physical Restraint Policy
- School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- The role of the student, family, and staff in preventing physical restraint;
- Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- Identification of Granby Public School staff who have received in-depth Non-violent Crisis Intervention Training (CPI) training



- At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
- Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
- In-depth training will include:
 - Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - Demonstration by participants of proficiency in administering physical restraint; and
 - Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

c. Physical Restraint Reporting

- Report to building Principal:
 - Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
 - The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
- Report to Parent(s) of Physically Restrained Student:
 - The Principal or designee shall make reasonable efforts to verbally inform the student's parent of the physical restraint within twenty-four (24) hours.
 - The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the parent has provided the District with an email address.
 - The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The parent and/or student may also pursue the Grievance Procedure described in Section 10, below.

d. Report to Department of Elementary and Secondary Education (DESE):

- Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- Granby Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.
- Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.



e. Contents of Written Report

- The written report of any physical restraint shall include:
 - Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
 - A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
 - Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

f. Follow-Up Procedures

- After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - The student should be evaluated by the school nurse and documented;
 - Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

6. Building Principals Shall Develop and Implement Procedures for Review of Physical Restraint Data.

- a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. These procedures shall include monthly, administrative review of school-wide physical restraint data.

7. Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.

- a. On a Monthly Basis --- Administrative Review
- b. Principal (or designee) reviews restraint data to determine patterns of use, and make adjustments as necessary or appropriate to policy, conduct training, or take other action to reduce or eliminate the use of restraints.
- c. Document and maintain a written record of the administrative review.

8. Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents of Any Student Who Undergoes Physical Restraint.

9. Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.



- a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
- b. An log will be kept documenting the time the student entered and exited the time out, the name of the person sending the student to time out, the behavior of the student upon entering and exiting, as well as at 30 minutes, and the principal's/designee's signature approving continuation of the time out beyond 30 minutes.

10. Grievance Procedures.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing to the building principal.

The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.

A written report will be developed by the building principal and provided to the complainant.

CHEMICAL HEALTH POLICY

Students and adults shall be barred from any school-sponsored activity if he or she has been drinking alcoholic beverages prior to his or her attendance at or participation in said school-sponsored activity.

It is the responsibility of all school staff members to forward any information they might have concerning drug or narcotic use, possession, purchase or sale, to the school administration.

Students are urged to forward any information they might have so that the health and safety of fellow students may be protected.

In order to ensure that safety, a search of a student's person may include the use of a Breathalyzer or a urinalysis drug screen when there is reasonable suspicion to believe that the student is under the influence of alcohol or a controlled substance. The refusal of a student to participate in the Breathalyzer test or urinalysis drug screen may lead to a disciplinary penalty equal to the offense of which the student is suspected.

Under the Influence of Alcohol, Drugs, or a Controlled Substance

The parent must come to school for a conference and to take the student home. Consequences could include In-House Alternative Program, suspension, community service to the school, meeting with an outside agency and/or an assessment done by an outside agency with a plan of action submitted to school.

Possession or Distribution of Alcohol, Drugs, or a Controlled Substance

The Police will be notified and the parent contacted. All contraband will be turned over to the police for criminal prosecution. In addition, under the Mass. Educational Reform Act of 1993, any student found in possession of drugs is subject to expulsion and a mandatory expulsion hearing will be held. (For more information see *Expulsion*) Consequences could include expulsion from school, suspension, community service to the school, meeting with an



outside agency, and/or an assessment done by an outside agency with a plan of action (such as an in-patient or out-patient treatment program) submitted to school.

For more information on chemical health pertaining to student-athletes, see *Chemical Health* under *Athletic Policies*. For the complete school policy on tobacco, see *Tobacco Control Policy* in the appendix.

DCAP- School District Curriculum Accommodation Plan

A school district shall adopt and implement a curriculum accommodation plan to assist Principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom. Appropriate services and support within the regular education program may include students whose behavior may interfere with learning or who do not qualify for special education services under Chapter 71 B may be provided services that address these needs. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

TOBACCO CONTROL POLICY

POLICY STATEMENT--The Granby Public Schools is dedicated to providing a healthy, smoke-free environment for its students, staff and visitors to its facilities. The Granby Public Schools believes that tobacco prevention and education play a critical role in establishing life-long positive health habits for its students. A comprehensive health curriculum K-12 emphasizing the dangers of tobacco, drugs, and alcohol continues to be an integral part of the educational process.

POLICY--Smoking and the use of tobacco products by students, staff, volunteers, and visitors are prohibited on all school property at all times in accordance with Massachusetts General Laws Chapter 71, section 37H, effective September 13, 1993. District policy prohibits student possession of tobacco products or paraphernalia on school property and at school-sponsored trips or events. School property includes school buildings, school facilities, school grounds, school parking lots and school buses and any property controlled by the school committee. It is the policy of the School Committee to fully implement the tobacco-free law, on the premise that tobacco prevention, education and treatment services, coupled with enforcement, is the most effective way to comply with the law.

DEFINITIONS

School-sponsored Trips or Events--Includes but is not limited to such activities as field trips, graduation events, sporting events, work internships and dances.

Student --Students enrolled in the Granby Public Schools regardless of age.

Tobacco & Tobacco Products--Cigarettes, cigars, bidis, chewing tobacco, snuff, pipes or any other forms of tobacco.

Tobacco Paraphernalia--Equipment, products or materials of any kind which are intended or designed for producing, possessing, or using tobacco products.

Tobacco Use--Smoking, inhaling, or chewing tobacco or tobacco products; reasonable cause to believe tobacco products are being used.

Visitor--Any individual entering school grounds who is not a student or staff member. Examples: Repair or delivery personnel, security personnel, presenters, consultants, students from other schools, parents, outside facility users.

Tobacco Possession-- Possession means in person or in a locker.

Look-outs--Any individual standing in the bathroom or near the bathroom doorway who is looking out for adults while another individual is smoking in the bathroom. Any student, who is standing in the bathroom while another student is smoking, and during that time neither uses the sink nor the toilet facilities, will be deemed to be a lookout.

TRAINING AND INFORMATION



No smoking signs will be posted in and around school property (i.e. outside entrances to the property, on athletic fields.) The Principals shall cause training of all school employees to occur with regard to the implementation of this policy. Copies of the policy will be included in the staff handbook. Parents and students shall be notified each year of the provisions of this policy through the student handbook. Policy will be included in all athletic information given to students through the athletic program. Policy will be announced at all school-sponsored events and outside activities. Policy will be provided to all non-school hour programs per contractual/rental agreement.

TITLE IX

Granby School District does not exclude any student from participating in its educational program and activities on the basis of sex. The following procedure is to be followed to file a grievance based on Title IX guidelines:

Step I: A student or students of the Granby School District who feels he/she has a grievance under Title IX/622/504, shall first contact his/her teacher in writing for purposes of clarification of the problem. If not satisfied, he/she shall consult with the guidance department. Thirdly, if still not satisfied, the principal shall initially be consulted in writing. If, after these initial steps have been taken and adjudication is still unsatisfactory, the Title IX Grievance Officer shall be notified in writing. The Grievance Officer shall attempt to resolve the problem and send a written answer to the student(s) within five (5) calendar days of the date of the meeting to discuss the problem.

Step II: If the resolution is unsatisfactory to the aggrieved individual(s) the grievance shall be again reduced to writing and presented to the Superintendent of Schools within five (5) calendar days of receipt of the written answer from the Grievance Officer. The Superintendent of Schools shall then have five (5) calendar days to arrange a meeting with the aggrieved individual(s) to resolve the difficulty. Following the meeting, the Superintendent shall have five (5) days to submit his written decision to the aggrieved.

Step III: If the decision of the Superintendent and Grievance Officer does not resolve the problem, the aggrieved may request a hearing before the School Committee within five (5) days after receiving the Superintendent's decision. The Superintendent shall then arrange for a meeting between the Committee and the aggrieved at the next regularly scheduled School Committee meeting. The Committee shall render its decision in writing within five (5) calendar days after its meeting.

Step IV: In the event no settlement is reached, then the grievance shall be submitted to the Director, Office for Civil Rights, Boston, Massachusetts for final resolution.

IDEA and MGL 71 B

These two laws constitute an educational "Bill of Rights" that makes sure children with disabilities receive individual programs and the required services. A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if ineligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of a disability or is not concerned about the student's development.) Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, on the basis of a prereferral program or in order to try other instructional support activities or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

Copies of the Regulations and Parents' Rights brochure are available in the Pupil Services Office.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects the rights of disabled individuals in programs that receive federal funds. A disability need only substantially limit one major life activity of an individual in



order for that individual to become deemed a disabled person. In order for a disabled person to be entitled to the protection of Section 504, the person must be a qualified, disabled person.

The requirements and benefits of Section 504 and the Americans with Disabilities Act are the same, as a result of Title II of the ADA and its implementing regulations. Thus, this policy also states any obligations of the school system under the ADA to deal with disabled students.

Under Section 504, the disability need not limit the student's ability to make effective progress in school in order for the student to be eligible for reasonable accommodations and/or auxiliary aids and services; rather, a qualified disabled person is eligible for reasonable accommodations and/or auxiliary aids and services when he/she cannot fully participate in the activities of, or fully receive the benefits of, the federally-funded entity without such reasonable accommodations and/or auxiliary aids or services.

The regular educators in the child's school are responsible for providing the accommodations/auxiliary aids or services under the direction of the principal of that school, since these children can make effective progress in the regular classroom.

If a student is thought to have a disability under Section 504, he/she has a right to an evaluation, and a decision made concerning eligibility by persons knowledgeable about the student. The student also has a right to a placement with his/her non-disabled peers (least restrictive environment) to the greatest extent possible. A written plan must be developed which documents the identification of the disability which substantially limits a major life activity, the evaluation of the child and the accommodations and/or auxiliary aids/services which will be provided to the child.

It is the policy of the Granby Public Schools to comply with all the relevant and applicable provisions of Section 504. Granby Public Schools will not discriminate against its students because of a person's physical or mental disability. Granby Public Schools will make reasonable accommodations wherever necessary for all qualified disabled students provided that these accommodations and/or auxiliary aids/services are not a substantial burden, or do not alter the nature of the services/programs, of the Granby Public Schools.

ADA (Americans with Disabilities Act) Compliance

It is the practice of the Granby Public Schools to include information on ADA rights and requirements in documents posted in prominent locations and on all program brochures and manuals. The Granby Public Schools do not discriminate on the basis of disability. Students, parents, school employees, members of the general public, job applicants and others are entitled to participate in and benefit from all school programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in alternative print format (large print, audiotape, computer disk). Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are available upon request.

To request ADA services contact Dr. Kimberly Merrick, the Director of Pupil Services, at 467-9237.

The Civil Rights, 504, and ADA Compliance Officer for the School District is Mrs. Carol Hepworth, the Director of Pupil Services at telephone 467-9237. The Title IX Officers for the School District are Mrs. Carol Hepworth, the Director of Pupil Services at telephone 467-9237 or Charlene Korza, School Social Worker, at telephone 467-7106.

CIVIL RIGHTS VIOLATIONS - MEMORANDUM OF UNDERSTANDING The Granby School Committee and administration of the Granby Public Schools have established a positive and cooperative working relationship with the District Attorney and the Granby Police Department for the reporting and investigation of civil rights violations and other crimes which may occur within the Granby Public Schools. The "Student Handbook" recognizes, by specific reference or by general definition, conduct which is in violation of not only the "Student Handbook" but also of the criminal statutes of the Commonwealth. Whenever the offenses are deemed appropriate they will be reported to the Granby Police Dept., who will conduct an investigation and take appropriate action. (The full "Memorandum of Understanding" is available in the Principal's office, the Superintendent's office, or the school library).

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, BULLYING, DISCRIMINATION, AND HATE CRIMES POLICY



The Granby Public Schools are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This policy is an integral part of the comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society¹.

The Granby Public Schools will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The Granby Public Schools will promptly² investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The Granby Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

The Granby Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Granby Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the School Committee. The Granby Public Schools also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, gender, sexual orientation, age, disability or homelessness. The Granby Public Schools will also not tolerate retaliation against persons who take action consistent with this policy.³

This Policy applies to all sites and activities the Granby Public Schools supervise, control, or where it has jurisdiction under the law. It applies to all students, School Committee members, school employees, independent contractors,

School volunteers, parents and legal guardians of students, and visitors to the schools where the conduct occurs on school premises or in school-related activities, including in school-related transportation. Nothing in this policy, however, is designed or intended to limit the Granby Public Schools' authority to discipline or take remedial action under General Laws Chapter 71, §§ 37H and 37H1/2, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

¹Nothing in this policy should in any way create or should be construed to create an express or implied contract. Except for any provision mandated by state or federal law, or applicable collective bargaining agreements, the Granby Public Schools reserves the exclusive right at all times to unilaterally modify, revoke, or change any and all provisions of this policy.

²Whenever this policy refers to any time frame, it shall mean "as soon as practicable under the circumstances."

³**Any other conduct harmful to school climate and subject to discipline is governed by the Student Code of Conduct and other School Committee policies.** This policy only covers conduct directed at a victim because of his/her race, color, religion, national origin, ethnicity, gender, sexual orientation, age, disability, or homelessness, or to bullying behavior where the School has intervened with the alleged student offender under the Student Code of Conduct for bullying on two prior occasions.

STATE LAW REGARDING HAZING

Massachusetts General Laws Chapter 269

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY –NEW ADD TO HANDBOOK/SC APPROVED



Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, 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 activity which is likely to adversely affect the 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. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY 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.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC

CIVIL RIGHTS AND SAFETY POLICY

It is the policy of Granby Public Schools to provide a safe and secure learning environment for all of its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

Prohibited conduct will include by definition:

1. Bias Incident means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.
2. Bias Indicators are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
3. Bias Motives recognized at MA law as causing hate crimes includes prejudice based on race, religion, ethnicity, disability, gender, or sexual orientation.



4. Civil Rights Violations involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term also covers bias related and sexual harassment and biased crimes, so the term is applied generically to any civil or criminal law infractions.
5. Discrimination consists of actions taken against another(s) which treat them unequally because of race, religion, national origin, disability, sexual orientation or gender bias.
6. Harassment consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.
7. Bias-Related Harassment will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group:
8. Sexual Harassment covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.
9. Hate Crimes include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
10. Hostile Environment exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias related and sexual harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
11. Stalking, a felony, consists of intentional conduct involving 1) 2 or more acts directed at a single person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

Consequences for Violators

a. Non-disciplinary corrective action:

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of the principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on civil rights-related subject.

b. Disciplinary Proceedings:

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension and termination (for employees). Disciplinary actions will be taken toward the goal of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this policy, Granby Public Schools will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions.

STATE LAW REGARDING EXPULSION AND FELONY CHARGES Chapter 71, Section 37H1 /2

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- 1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the



superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- 2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felon or felon delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion.

The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town, or regional school district with regard to the expulsion. Upon expulsion of such a student, no school or school district shall be required to provide educational services to the student.

Title IX Grievance Procedures

Students, parents of elementary school students, employees, applicants for admission and employment, third parties, and sources of referral of applicants for admission and employment with the Granby Public School District have the right to file a complaint alleging noncompliance with the regulations outlined in Title IX of the Education Amendments of 1972, or discrimination on the basis of race, color, sex, gender identity, religion, disability, national origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

Statement of Assurances

1. The District will not require the reporting party to resolve the issue with the alleged offender without the appropriate involvement of the District. The alleged victim retains the right to stop any informal resolution attempts and proceed with a formal complaint.
2. The District will consider the potential impact of sexual harassment beyond the school campus of the grievant that may have an impact on his or her environment within the school campus.
3. The District will consider providing interim measures in relation to those involved in the complaint while the District conducts an investigation, including separating the parties, providing counseling, making academic adjustments, etc. The building principal has the authority to implement such measures.
4. The District will use the legal definition of preponderance of evidence standard to determine whether sexual harassment or sex discrimination under Title IX has occurred.
5. The District shall annually review Title IX complaints for the purpose of identifying potential patterns at a particular school(s) or population.
6. The District will take steps, reasonably calculated, to end discrimination that has been found, prevent reoccurrence of any discrimination, such as harassment, and correct its discriminatory effects on the grievant and others, if appropriate.
7. Both the grievant and accused have a right to access the appeals process.



8. Title IX protects the grievant and others involved from retaliation for reporting allegations of sexual harassment, and/or participating in an investigation of sexual harassment, and District officials will take steps to address and prevent retaliation.

PROCEDURES

Level 1: Principal or Immediate Supervisor Employees or students claiming sexual harassment or other sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student, parent, employee, or third party individual with a sex discrimination/harassment complaint may discuss it with the teacher, counselor, or building administrator involved. Level 1 of the grievance procedure is informal and optional and may be passed by the grievant.

Level 2: Principal or Immediate Supervisor If the grievance is not resolved at Level 1 with the principal or designee and the grievant wishes to pursue the grievance, or if Level 1 is not appropriate for resolving the grievance, the grievance may be formalized by filing a written complaint, providing an interview, or an assisted written complaint when necessary. The principal or designee will seek a list of witnesses or evidence from the grievant, the accused, and others as relevant, as part of the investigation. The principal will conduct a formal investigation under the direct supervision of the District Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within six months from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. A written report from the principal to the grievant and accused regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Investigation Procedures

Investigating the Complaint The principal or designee will conduct a prompt investigation of the complaint and complete the investigation in a timely manner. The building principal or designee will inform and consult with the District Title IX Coordinator prior, during and after the investigative process. The principal will document the investigative activities (e.g. takes notes of interviews conducted). The time to complete the investigation will vary depending on the nature and complexity of the issue but generally will not take more than ten (10) working days after receipt of the complaint.

The investigation may include interviews of the grievant, the individual(s) accused of engaging in discriminatory or harassing behavior, and any other witness who may reasonably be expected to have relevant information. All interviewed parties and witnesses will be provided an opportunity to present any evidence they reasonably believe could be relevant to the situation.

The Granby Public School District will respect the privacy of the grievant, the individual(s) against whom the complaint is made, and the witnesses to the extent possible consistent with the Granby Public School District's legal obligations to investigate and take appropriate action and to comply with discovery and disclosure obligations. All records generated in connection with the investigation will be maintained as confidential to the extent permitted by law.

If a complaint is made about any of the persons having responsibility for the implementation and enforcement of the policy forbidding sex discrimination and harassment, the School Committee Chair will appoint an independent person to assume those responsibilities.

At the conclusion of the investigation, the building principal or designee will obtain a signature from the Title IX Coordinator indicating proper oversight of the investigation. In addition to providing a written report to the



grievant and accused regarding action taken within fifteen (15) working days after receipt of the complaint, as described above, the principal or designee will also prepare a written report to deliver to the Superintendent summarizing the evidence gathered during the investigation, providing a determination whether or to what extent the complaint has been substantiated, and recommending the corrective action if appropriate. The corrective action should be designed to stop the harassment/discrimination, prevent it from recurring, and remedy its effects, including services to the victim(s), if appropriate.

Level 3: Superintendent

If the complaint is not resolved at Level 2, the grievant or accused may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the principal or designee. The grievant or accused may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant or accused to discuss the appeal. A written decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

The procedure in no way denies the right of the grievant or accused to file a formal complaint at any time with the Massachusetts Commission Against Discrimination, United States Department of Education's Office for Civil Rights, or other agencies available for mediation or rectification of grievances, or to seek private guidance for complaints alleging discrimination. For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult the District Title IX Coordinator, at (413) 267-4150 x 1446.

Legal References

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the Education Amendments of 1972. 37
3. Chapter 151C, Massachusetts General Laws M.G.L. Chapter 76 § 5
4. M.G.L. Chapter 269 § 17, 18, 19 6. M.G.L. Chapter 71, §§82, 84

Alternative Procedures Individuals are not limited to a formal complaint procedure through Granby Public Schools but may seek resolution through other agencies. Equal Employment Opportunity Commission Congress Street, Boston, MA 02114 (617) 565-3200

Massachusetts Commission against Discrimination

1 Ashburton Place, Boston, MA 02108 (617) 727-3990

U.S. Department of Education Office for Civil Rights 5 Post Office Square, 8 Floor, Boston, MA 02109 (617)289-011

PEACEBUILDERS AND PBIS Positive Behavior Intervention & Supports

In 2016 we began using the Peacebuilder program in conjunction with the PBIS program that was started in 2015.

PeaceBuilders is a science-based, research-validated violence prevention curriculum and professional development program for grades pre-K to 12. Its essence is a common language - six principles, taught, modeled and practiced. These same principles set behavioral expectations, reduce aggression, and transform the climate and culture of any environment to one which is cooperative, productive, and academically successful.



PeaceBuilders is managed by PeacePartners, Inc., owned and operated by John and Michelle Molina and based in California. With more than a decade of experience working with PeaceBuilders and at-risk youth in public education and administration, Michelle knows the intricacies of this research-validated program.

PeacePartners nationwide corporate team is composed of dedicated individuals with experience working with at-risk youth in education, administration and related fields ranging from the Department of Corrections to curriculum development.

You can log onto the Peacebuilder website for further information.

<http://www.peacebuilders.com/>

Positive Behavior Interventions & Supports (PBIS) - What is PBIS?

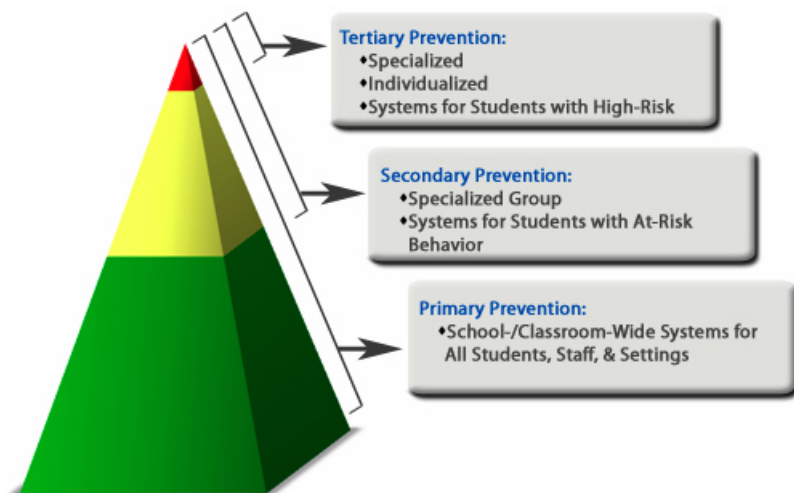
Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

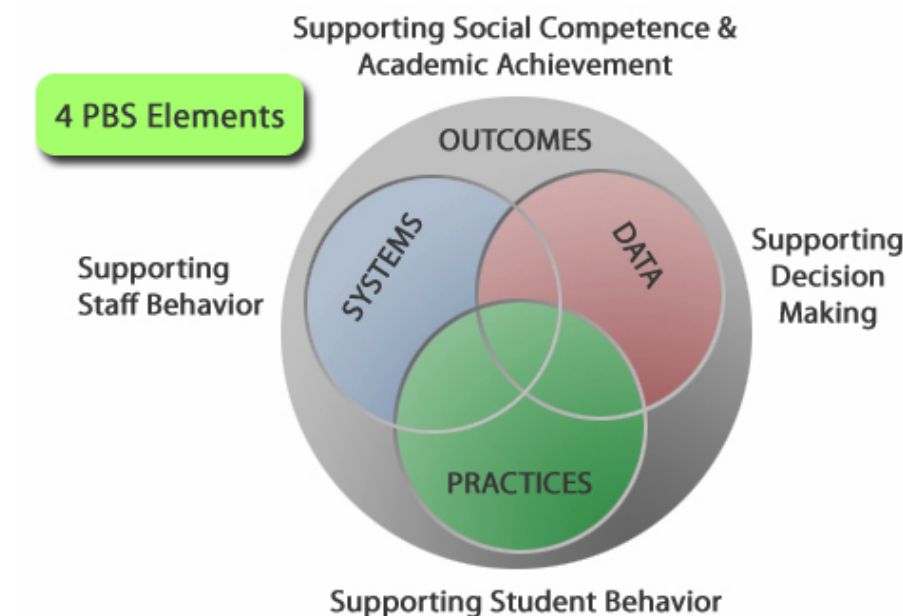
The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:





Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.



- * Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- * Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- * Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- * Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS. (What durable systems can be implemented that will sustain this over the long haul?)

Data-Based Decision-Making

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007)





Hallways

Classroom/ Specials

Recess

Cafeteria

Respect everyone and everything

- Pick up trash or misplaced items and put in appropriate places
- Greet adults appropriately
- Honor property of others (displays/bulletin boards)

- Share/Take turns
- Borrow with permission
- Use appropriate voice
- Use manners
- Listen quietly to all announcements

- Practice good sportsmanship
- Include everyone
- Keep hands, feet, and body to yourself
- Use polite language

- Listen to all directions and announcements
- Use Manners
- Use quiet voices
- Welcome others to your table

Aim High

- Allows others to pass when needed
- Get quickly and quietly to your destination

- Listen/Pay attention
- Complete all assignments
- Work as a team
- Participate

- Pay attention to directions
- Work as a team
- Follow game rules
- Line up quickly, quietly, and safely

- Follow all cafeteria procedures
- Eat your own food
- Stay in your seat

Make responsible choices

- Be aware of personal place
- Walk in a single-file line -walk silently
- Wait quietly and be patient

- Be on time
- Try your best
- Come to school rested and ready to learn
- Tell the truth

- Share equipment
- Stay in designated play areas
- Clean up after yourself

- Clean up after yourself
- Make healthy food choices
- Report / help clean up spills

Stay safe

- Keep shoe laces tied
- Keep hands, feet, body to yourself
- Always walk

- Keep hands, feet, and body to yourself
- Always walk
- Know emergency plans
- Use materials appropriately

- Report injuries to adult
- Use equipment appropriately
- Stay off ice (and snow@EM)
- Stay out of puddles

- Always walk
- Wait patiently in line
- Keep hands, feet, and body to yourself



Bathrooms

Bus

Respect everyone
and everything

- Clean up after yourself
- Be aware of privacy
- Use a quiet voice
- Respect school property

- Use appropriate language
and voice
- Be on time
- Follow all bus rules

Aim High

- Return to class as quickly
as possible
- Politely wait your turn

- Pay attention
- Listen to and follow all
directions

Make responsible
choices

- Wash hands
- Flush toilets
- Throw trash away
- Use the appropriate
amount of paper products
- Use bathroom for
intended purpose only

- Keep hands, feet, and body
to yourself
- Keep hats and hoods off



<p>Stay safe</p>	<ul style="list-style-type: none"> -Report any issues to an adult -Keep soap and water where it belongs 	<ul style="list-style-type: none"> -Stay seated and facing forward at all times -Report any inappropriate conduct to an adult -Hold handrails when entering and exiting the bus 		
-------------------------	---	--	--	--



Student Name _____

School Year _____

Below is an outline of possible disciplinary consequences. Administration has the right to use discretion depending on the violation. This could include additional alternative discipline.

BEHAVIOR & CONSEQUENCES CHART

Code	Negative Behavior	CONTINUUM OF CONSEQUENCES		
		First Offense	Second Offense	Third Offense
A	<u>Teasing/Exclusion</u> <u>Teasing</u> : name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves <u>Exclusion</u> : starting rumors, telling others not to be friends with someone, or other actions that would cause someone to be without friends	Administrative referral Apology to target Staff Communication Possible Recess Detention and/or Community Service	Administrative referral Apology to target Staff Communication Parent Notification Recess Detention and/or Community Service Conference with School Social Worker	Administrative referral Apology to target Parent notification Staff Communication Recess Detention and or Community Service Possible Behavior Plan Conference with School Social Worker
B	<u>Horseplay</u> : Pushing, slapping, grabbing, flicking, poking, pinching, tripping, or other violations of personal space	Administrative referral Apology to target Staff Communication Recess Detention Parent Notification	Administrative referral Apology to target Parent notification Staff Communication Recess Detention Possible Behavior Plan	Administrative referral Apology to target Staff Communication Recess Detention Behavior Plan Conference with Parent Possible Suspension
C	<u>Verbal Intimidation/Threats</u> Making someone fearful in order to make them do what another person wants	Administrative referral Apology to target	Administrative referral Apology to target	Administrative referral Apology to target Parent notification and Conference



	them to do, or so that they will not access help	Staff Communication Parent Notification Possible Recess Detention	Parent notification and Conference Staff Communication Possible Behavior Plan Recess Detention Possible Suspension Possibly contact School Resource Officer	Staff Communication Behavior Plan Recess Detention Contact School Resource Officer Possible suspension
D	<u>Stealing/Property Damage</u> Taking possession of another student's money or personal belongings, damaging or destroying personal property	Administrative referral Apology and restitution to target Staff Communication Parent Communication Possible Recess Detention	Administrative referral Apology and restitution to target Parent notification Staff Communication Detention Possible suspension Contact School Resource Officer	Administrative referral Apology & restitution to target Parent notification Staff Communication Detention Suspension Contact School Resource Officer
E	<u>Harassment:</u> Name calling, harassing, making comments, making/writing comments, because of race, gender, religion, ethnicity, disability, sexual orientation or family (Civil Rights Violation)	Administrative referral Apology to target Staff Communication Conference with School Social Worker Possible Recess Detention and/or	Administrative referral Apology to target Parent notification Staff Communication Recess Detention/Community Service	Administrative referral Apology to target Parent notification and Conference Staff Communication Detention/Community Service Conference with School Social Worker & SRO



		Community Service Possibly notify School Resource Officer	Conference with School Social Worker Notify School Resource Officer	Possible Suspension
F	Electronics: Using a form of electronic communication in/out of school for harassing, humiliating, intimidating, threatening an individual or group, that is potentially disruptive to the school environment	Administrative referral Apology to target Staff Communication Parent Notification and/or conference Possibly notify SRO Recess Detention	Administrative referral Apology to target Parent notification and Conference Staff Communication Possible loss of Computer Privileges at school Possible Suspension Contact School Resource Officer	Administrative referral Apology to target Parent notification Staff Communication Loss of Computer Privileges at school Possible Suspension Contact School Resource Officer
G	<u>Severe Physical Bullying, Threats of Serious Violence</u> <u>Severe Physical Bullying:</u> punching, kicking, and similar behavior that could result in injury to others; <u>Threat of Serious Violence:</u> threats of using a weapon or other conduct which should be immediately reported to the police	Administrative referral Apology to target Parent notification & Conference Referral to counseling Staff Communication Behavior Plan Discussion Possible Suspension Contact School Resource Officer	Administrative referral Apology to target Parent notification Referral to counseling Suspension Contact School Resource Officer Staff Communication Create Behavior Plan	Administrative referral Apology to target Parent notification Referral to counseling Suspension/Possible Expulsion Contact School Resource Officer Staff Communication Amend Behavior Plan



Appendix A - Copies of letters to be sent home regarding chronic absenteeism

Three (3) Day Letter

DATE

Parent(s) Name

Address

To the Parent(s) of:

Our records indicate that thus far this year, (Student's name) has been tardy from school 0 time(s). (Student's name) has also accrued (#) absence(s) and has been dismissed (#) times this school year.

We understand that there are likely legitimate reason(s) for the absences. We also understand that these absences could have been excused and documentation may have been provided to the school excusing the absences. The purpose of this letter is just to inform you of the accumulated absences so far this year.

Please be aware that the Attendance Policy allows for 7 unexcused absences from a trimester and 14 unexcused absences from a year. If your child is absent for medical reasons, please provide us with medical notes, or other documentation as appropriate, within a week of the absence. We have no doubt that you stress the importance of punctuality and good attendance; and we want to work with you, and your student, to develop good habits in these areas as they will be invaluable to future academic success and performance.

East Meadow School believes that attendance is an integral part of a student's total educational experience. The school may require your child to attend tutoring sessions to earn time back that was lost due to the absence(s).

If you have any questions, I can be reached by phone at (413) 467-7198 or via email at: staylor98@granbyschoolsma.net.

Thank you for your support!

Sincerely,

Mr. Scott Taylor
Dean of Students

cc: Student File



Day 6 Letter

DATE

Parent(s) Name

Address

To the Parent(s) of:

Our records indicate that thus far this year «Student» has been absent from school «Abs» times, dismissed and tardy «Tardies» time(s). While some may be excused, the school is concerned with the amount of missed instruction during the quarterly review of the school year.

Excessive absences from school have a negative effect on test scores, class participation, and other criteria used by the classroom teacher to establish satisfactory performance. When your child reaches 5 absences, a meeting will be arranged with you, your child, guidance, and administration. During the meeting, options will be presented to remedy your child's attendance record, for example: completion of the attendance recovery application. In addition, a referral may be made to the Bridge Resource Center located in Amherst, MA (please refer to enclosed brochure).

East Meadow School believes that attendance is an integral part of a student's total educational experience. The school may require your child to attend tutoring sessions to earn time back that was lost due to the multiple absences. Additionally, your child may be at risk for retention. We urge you to stress the importance of punctuality and good attendance. The development of good attendance habits in these areas will be invaluable to future academic success and performance.

A better attendance record needs to be maintained for the remainder of the school year. In the case of any future absences, we suggest you continue to obtain appropriate documentation and submit to the Main Office for review. If there are extenuating circumstances that we are not aware of or if you have any questions, I can be reached by phone at (413) 467-7198 or via email at: staylor98@granbyschoolsma.net.

Thank you for your support!

Sincerely,

Mr. Scott Taylor
Dean of Students

CC: Student File



Day 9 Letter

To the Parent(s) of:

Dear «Salutation»,

Our records indicate that thus far this year «Student» has been absent from school «Abs» times tardy «Tardies» time(s) and dismissal(s). While some may be excused, the school is concerned with the amount of missed instruction during the quarterly review of the school year.

Please note the school must adhere to strict attendance regulations set forth by the Commonwealth M.G.L Chapter 76 section 1. Some of these interventions may include, but are not limited to, filing a Child Requesting Assistance (CRA) after a child misses more than eight unexcused days in a quarter, and/or filing a 51A. The supervisor of attendance may pursue involvement of the court to ensure the school, child, and guardian are in compliance with this law.

East Meadow School believes that attendance is an integral part of a student's total educational experience. The school may require your child to attend tutoring sessions to earn time back that was lost due to the multiple absences. Additionally, your child may be at risk for retention. We urge you to stress the importance of punctuality and good attendance. The development of good attendance habits in these areas will be invaluable to future academic success and performance.

A better attendance record needs to be maintained for the remainder of the school year. In the case of any future absences, we suggest you continue to obtain appropriate documentation and submit to the Main Office for review. If there are extenuating circumstances that we are not aware of or if you have any questions, I can be reached by phone at (413) 467-7198 or via email at: staylor98@granbyschoolsma.net.

Thank you for your support!

Sincerely,

Mr. Scott Taylor
Dean of Students

CC: Student File

