

North Brookfield Elementary School  
**2020-2021**  
**Parent-Student Handbook**



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*North Brookfield Public Schools*

**North Brookfield Elementary School**  
**10 New School Drive**  
**North Brookfield, MA 01535**  
**Phone: (508) 867-8326**  
**Fax: (508) 867-6522**  
**School Hours: 8:10 a.m.-2:30 p.m.**

**Sarah Priestley**  
*Principal*

**Richard Lind**  
*Superintendent*

**School Committee**  
Maria Tucker- Chair  
Ruth Honthumb- Vice-Chair  
Elisabeth Melad- Secretary  
Deb Maggio- Member  
Timothy Canada- Member

The information in this handbook is current as of August 2020 publication. The North Brookfield Public Schools reviews and revises its policies and curriculum on a regular basis to meet local and state guidelines.

Please call the main office at the school if you would like a copy of this document translated into a language other than English.

Por favor llame a la oficina principal en la escuela si desea una copia de este documento sea traducido a otro idioma que no sea Inglés.

Por favor, ligue para o escritório principal da escola, se você quiser uma cópia deste documento traduzido em uma língua diferente do Inglês.

يرجى الاتصال على المكتب الرئيسي في المدرسة إذا كنت تريده نسخة من هذه الوثيقة مترجمة إلى لغة غير اللغة الانكليزية.

Gelieve telefonisch contact op het hoofdkantoor op de school als u graag een kopie van dit document vertaald in een andere taal dan het Engels.

만일 당신이 그 문서의 사본을 영어가 아닌 다른 언어로 번역하려는 학교에 메인 사무실로 전화 주시기 바랍니다.

**No-school announcements are posted to the following live media outlets:**

RADIO STATIONS WBZ, WSRS  
TELEVISION CHANNELS 4, 5, 7, 25, 40, NECN

In the event of extreme weather conditions, no-school and/or early dismissal announcements will be broadcast over the same stations. Please do not call the police or fire departments.

One Call-The district employs an emergency phone system which allows the district to communicate with families in an effective and efficient manner. This system is used when school is cancelled, delayed or dismissed early. It is also used if an emergency situation arises.

Please check the North Brookfield Public Schools website for school and district information and updates:

<https://www.nbschools.org/>

**North Brookfield Public Schools**  
**District Improvement Plan**  
**2019-2024**

**Mission Statement**

The North Brookfield Public Schools is a community that provides students with opportunities to grow academically, socially, emotionally, and physically, with the goal of producing successful, productive citizens, and future leaders.

**Vision Statement**

The North Brookfield Public Schools envision a community where all students will grow to become resilient, adaptable, passionate, confident, curious learners in an evolving and diverse world.

**Core Values**

We Believe...

In respectful relationships

In student's engagement in, and ownership of, their learning

In highlighting student strengths, abilities, and successes

In community connections

In ensuring a safe and supportive learning environment

Every child can and will learn

<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>
If we continue to create a rigorous, relevant, engaging curriculum, and provide students with appropriate instruction, supports, interventions, and extensions, then students will learn at a high level.	If staff have access to personalized, on-going, and collaborative professional learning that focuses on individual, school, and district goals, then staff performance will be improved resulting in improved student outcomes.	If we support student and staff wellness through programs, activities, and initiatives that are based on the needs of students, families, and staff, then students will be more ready to learn at the highest level possible resulting in improved student outcomes.	If we continue to improve a strong sense of community through communication, collaboration, shared leadership, and shared decision-making, then all members of our community will be invested and engaged making us more able to provide what students need resulting in improved student outcomes.

The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may require actions that are not covered in this handbook. In all cases, rules, regulations and possible consequences shall be as consistent as possible with previously established rules, regulations and consequences for similar incidents. Matters omitted from this handbook should not be interpreted as a limitation to the scope of the school's responsibility and, therefore, the school's authority in dealing with any type of infraction that may not be in the best interest of safety and welfare of our students.

These rules and policies apply to any student who is on school property, who is in attendance at school, or any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, students and staff.

*All students are responsible for adhering to the current rules  
and regulations set forth by the state of Massachusetts.*

### **Statement of NON-DISCRIMINATION:**

Massachusetts state law prohibits discrimination against students in public schools, including protection against discrimination based on sexual orientation. It states:

*No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.*

The North Brookfield Public Schools offer all courses of study, extra-curricular activities and school services without regard of race, color, sex, religion, national origin or sexual orientation. In addition, the School Department adheres to the Federal requirements provided under Title VI, Title IX and Section 504.

The North Brookfield Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or handicap in admission to, access to, treatment in or employment in its programs and activities. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

### **Civil Rights Laws/District Coordinator Information:**

All programs, activities, and employment opportunities provided by the North Brookfield Public Schools are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness. Any questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

<b>Title VI of the Civil Rights Act of 1964</b> This statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. It ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English. Coordinator: Mark Minnucci, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166	<b>Equal Educational Opportunities Act of 1974</b> This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(t)) Coordinator: Mark Minnucci 10 New School Drive North Brookfield, MA 01535 508-867-3166
<b>Title IX of the Education Amendments of</b>	<b>MA General Laws Chapter 622, Section 5</b>

<p><b>1972</b></p> <p>Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 1518, S3A)</p> <p>Coordinator: Mark Minnucci, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166</p>	<p>This state law provides that "Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation."</p> <p>Coordinator: Richard Lind, 10 New School Dr. N. Brookfield, MA 01535 508-867-9821</p>
<p><b>Section 504 of the Rehabilitation Act of 1973</b></p> <p>Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.(34 CFR 104.33)</p> <p>Coordinator: Mark Minnucci, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166</p>	<p><b>Title I of the Elementary and Secondary Education Act of 1965</b></p> <p>Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).</p> <p>Coordinator: Jeanne Powers, 10 New School Dr. N. Brookfield, MA 01535 508-867-7131</p>
<p><b>American with Disabilities Act of 1990</b></p> <p>The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate a least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee(s) designated pursuant to this paragraph."(34 CFR 35.107(a))</p>	<p><b>McKinney-Vento Homeless Education Assistance Act</b></p> <p>The federal McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.</p> <p>Coordinator: Mark Minnucci, 10 New School Dr.</p>

Coordinator: Richard Lind, 10 New School Dr. N. Brookfield, MA 01535 508-867-9821	N. Brookfield, MA 01535 508-867-3166
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## DISTRICT POLICIES

Below is the list of School Committee Policies available at: <https://www.nbschools.org/district/school-committee/pages/nbps-policy-manual>

In particular, parents and students must review the following School Committee policies:

- [Non-Discrimination](#)
- [Student Conduct on Buses & Student Conduct on School Buses](#)
- [Harassment](#)
- [Equal Educational Opportunities](#)
- [Homework](#)
- [Empowered Digital Use Policy](#)
- [Photograph/Scholastic Summary](#)
- [Attendance](#)
- [Homeless Student Policy](#)
- [Student Conduct](#)
- [Student Dress Code](#)
- [Bullying Prevention](#)
- [Prohibition of Hazing](#)
- [Student Interrogations, Searches & Arrests](#)
- [Student Welfare](#)
- [Student Insurance](#)
- [Student Records](#)
- [Managing Life Threatening Food Allergies](#)
- [Emergency Plans](#)
- [Meal Charge Policy](#)
- [Student Publications](#)

## CODE OF CONDUCT AND PROGRESSIVE DISCIPLINE PLAN:

Students are expected to demonstrate the qualities of a good citizen. Being responsible, respectful, and safe will promote a positive school climate where teaching and learning occur. The student handbook outlines inappropriate behavior in three levels. Level I is handled by the teacher. Levels 2 and 3 are handled by the principal. Expected consequences are outlined for each level of inappropriate behavior.

### Student Due Process Rights

Parents/Guardians will be notified of any disciplinary issues their child encounters. Parents/Guardians will be made aware of impending disciplinary action and have an opportunity to discuss ways of resolving the behavioral problems. Students and parents also have the right to speak to a teacher who has initiated the disciplinary action and to the administration if a further explanation or a hearing is necessary.

“Court rulings have defined certain student rights with regard to suspension from school. Prior to being suspended for 10 school days or less, a student will be told the nature of the charges, given an opportunity to respond, and if he or she denies the charges, given an explanation of the evidence supporting the charges during an informal meeting with a school administrator. If emergency circumstances exist, a student may be suspended immediately. In such cases, the student will be

given notice of the charges against him or her, an explanation of the evidence, and an opportunity to present his or her version of events as soon after the suspension as possible.

The parents/guardians of a student being considered for exclusion or expulsion shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal."

The following is a list of violations that may result in serious disciplinary consequences up to and including suspension, exclusion, or expulsion. In determining the appropriate consequence, administrators will conduct an investigation to gather all pertinent information regarding the incident, including the facts of the particular situation, previous history of those involved, and any special/extenuating circumstances related to the incident or the individuals involved.

1. Possession, use, distribution, sale of alcohol, drugs or drug paraphernalia on school property. In some cases, expulsion may result. (Grafton Police notified). See School Department Policy JICH.
2. Drug-imitating behavior.
3. Smoking in school.
4. Possession of incendiary devices such as lighters, matches, etc.
5. Profanity, obscene gestures or obscenities.
6. Fighting or threatening behavior.
7. Willful destruction of school property. Arrangements for full restitution must be arranged before readmission to school.
8. Stealing.
9. Illegal acts – Police notified
10. Insubordination.
11. Leaving the school without permission during the day.
12. Any act that interferes with the operation of the school.
13. Possession of a weapon (or replica). Expulsion from school may occur.
14. Derogatory racial, ethnic, religious, or cultural remarks to another.
15. Sexual harassment (See School Department Policy).
16. Committing any act that is perceived to place the health or safety of another person in jeopardy.
17. Asking another student or students to threaten or harm another student.
18. Persistent misconduct.
19. Cheating, plagiarism.

#### Suspension

The Principal may issue a suspension if, in his/her judgment, a student's behavior has gone beyond reasonable limits. After an infraction of the code of conduct is reported, the Principal will investigate the matter by collecting evidence and hearing witnesses. The Principal will then decide if suspension from school is necessary. Suspension from school can range from 1 to 10 days in length. Students are expected to make up all work missed during suspension; zeros will be assigned for work not completed. A student who is suspended may be excluded from school-related activities at the discretion of the Principal (dances, field trips, etc.) until the next marking period.

#### Exclusion

Exclusion is an out of school suspension lasting between 11 and 179 days, and is specific to incidents involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school. In these instances, the Principal will conduct an Exclusion Hearing within 10 school days of the occurrence. The parent/ guardian may appeal exclusion to the Superintendent.

#### Expulsion

In instances involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school, the Principal may expel a student from school. Expulsion is the permanent removal of a student from the public school system. The Principal will conduct an Expulsion Hearing within 10 school days of the occurrence. Expulsion from school is the responsibility of the School Principal and may be appealed to the Superintendent.

### **PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES:**

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan

**Case-by case determination:** School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who after disciplinary actions has been found to have violated the school code of conduct. (IDEA Regulations: 34 CFR Part 300, M.G.L. c71, §§ 37H, 37H ½, and 37H ¾)

**Procedures for suspension(s) not exceeding 10 school days:**

Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

**Procedures for suspension of students with a disability when suspension exceeds 10 school days.**

If your child is suspended for more than 10 school days in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.

Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.

Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the Team will consider:

- Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
- Was the conduct a *direct result* of the district's failure to implement the IEP?

If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans.

If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

**Special circumstances for exclusion**

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10<sup>th</sup> school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Until issues are resolved, the student remains in his or her current placement.

## **MGL Chapter 71, Section 37H, 37H ½, & 37 ¾ :**

### **Section 37H**

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

### **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 his 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 felony or felony 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 decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

### **Section 37H3/4**

- a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.
- (b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
- (c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.
- (d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.
- (e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
- (f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

## **Bullying Prevention Plan:**

Please see the entire North Brookfield Public Schools Bullying Prevention and Intervention Plan located at:  
<https://www.nbschools.org/district-administration/bullying-prevention-and-intervention>

### **I. PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

- (i) 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
- (ii) 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 a 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 programs.

### **II. LEADERSHIP**

The Bullying Prevention and Intervention Plan directly supports the work of the North Brookfield Public Schools. Once the plan has been approved, the North Brookfield Public Schools will submit the Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the North Brookfield School website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. § 37O sec 5(d).

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O , the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. On May 31, 2017 a meeting that included school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement, students, parents, and guardians gathered to review the plan and to provide input to the Plan.

B. Assessing needs and resources. The Superintendent and the Bullying Prevention and Intervention Plan Committee, with input from families, the community, and staff, will assess the current programs. The assessment(s) may be done in any one or more of the following ways:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- At least once every four years beginning with 2017/18 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;
- Administer and review the Prevention Needs Assessment Surveys every other year at the Jr./Sr. High School to help identify patterns of behavior and inform decision-making for prevention strategies;

The elementary school will use a research based assessment system of intervention (Positive Behavioral Intervention System) in collaboration with the mental health staff to assess school climate

C. Planning and Oversight

- The Superintendent of Schools, the Director of Student Services, and the building administrators are responsible for the implementation of the plan.

- Principals K-6 and 7-12 are the designees in each school who are responsible for receiving reports, conducting investigations, contacting the parents of targets and aggressors of confirmed incidences of bullying, and inputting these into School Brain.
- Adjustment counselors and guidance counselors provide and monitor progress of individual and group support for both targets and aggressors.
- Principals annually provide information to teachers, students, and families on Recognizing, Responding and Reporting Prevention and Intervention. <https://www.nbschools.org/district-administration/bullying-prevention-and-intervention>
- The School Committee has developed and approved a policy on Bullying Prevention and Intervention <https://www.nbschools.org/district-administration/bullying-prevention-and-intervention/pages/reporting-procedures>
- Codes of Conduct, school handbooks, and the Incident Report form and investigation format will be reviewed yearly and revised as necessary.
- Parent resources are posted to the website to address bullying and cyber-bullying

D. North Brookfield Public Schools priority statement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying within the school district. The Plan is created by students, staff, families, law enforcement agencies, and community members to prevent issues of bullying and cyber-bullying. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. We recognize that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school and district will recognize specific steps it will take to create a safe, supportive for the vulnerable populations in the school community, and provide all students and staff with the skills, knowledge, and strategies to prevent or respond to bullying, cyber-bullying, harassment or teasing. We will not tolerate any form of bullying, cyber-bullying, or retaliation in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation and take prompt action to evaluate that behavior and restore the targets sense of safety. This includes informing parents and involving them in the process. We will support this commitment in all aspects of our school community, including extracurricular instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The Plan also includes clear and consistent consequences.

### **III. TRAINING AND PROFESSIONAL DEVELOPMENT**

A. Annual staff training on the Plan. Annual training on the Plan for all school staff has taken place at the start of the school and 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 participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district wide professional development will be informed by research and will include information on:

- Teacher training on a variety of Research based Programs, Advisory Programs, Social Skills Groups conducted by Guidance Counselors and Adjustment Counselors;
- Second Step lessons provided by teachers;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying offered by the District Attorney's Office
- 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. Special education administrators, teachers, and counselors, will be offered training to address both the skills needed by targets of bullying and those whose actions meet the definition of bully or perpetrator and the ways to prevent and respond to bullying or retaliation for students with disabilities in order to develop appropriate Individualized Education Plans (IEPs)

- Special Education training on Bullying consideration at all IEP meetings and annual review in IEP writing/Social Skills;
- Annual Opening Day of School Presentation for all teachers and staff on the bullying law and procedures for “Recognizing, Responding, and Reporting”; and
- Internet safety issues as they relate to cyberbullying offered to students by District Attorney’s Office.

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 (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching student’s skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making;
- Maintaining a safe and caring classroom for all students; and
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

C. Written notice to staff. The North Brookfield School District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

#### **IV. ACCESS TO RESOURCES AND SERVICES**

A. Identifying resources. The North Brookfield Public Schools shall provide counseling and other services for targets, student aggressors, and their families. The adjustment counselors, guidance counselor and school psychologist will be on-site to offer services. Other resources that may be available include, but are not limited to include: adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. A list of outside agencies that provide services will be furnished to families.

Current Resources identified in the North Brookfield Public Schools:

At each level age appropriate interventions are provided for all students, targets, and student aggressors, and their families where appropriate:

- Full-time adjustment counselors at elementary school provides counseling for identified targets, and student aggressors
- The Student Assistance Team at the elementary (principal, counselors, school nurse) meet on a weekly basis to discuss student issues
- The Student Assistance Team at the junior/senior high school (principal, counselors, school nurse) meet on a weekly basis to discuss student issues
- Researched based Bullying Prevention Curriculum taught at all grade levels

B. Counseling and other services. The North Brookfield Schools have a relationship with Community Health Link, and several other Community Service Agencies (CSAs) for Medicaid eligible students. The Director of Student Services, The Board Certified Behavior Specialist, and private counselors assist the schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. In addition, North Brookfield Public Schools’ current tools include, but are not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

The district website contains a list of available resources. <https://www.nbschools.org/district-administration/bullying-prevention-and-intervention/pages/support-services>

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, 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 considers what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

## V. ACADEMIC AND NONACADEMIC ACTIVITIES

### Anti-bullying programs currently in place:

- In the elementary school, Second Step, including the units on Bullying;
- Responsive Classroom and Positive Behavioral Intervention Programs are part of the curriculum at the elementary school; and
- In the junior/senior high school, researched based bullying program is offered through the advisory program

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.

## VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

### A. Reporting bullying or retaliation.

- All school and district staff are required to immediately report to the principal (or other school official as reported below) any instances of bullying or retaliation, about which the staff member becomes aware or witnesses. This includes bullying of a student by another student or by a staff member.

- Staff, students, parents or guardians, or others, may report bullying or retaliation orally or by voicemail and/or in writing or by email. Oral reports made by or to a staff member shall be recorded in writing. Students, parents, or guardians, and others may request assistance from a staff member to complete a written report and discuss an incident of bullying with a staff member, or with the principal or designee.
- A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.
- The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.
- Use of an Incident Reporting Form is not required as a condition of making a report.
- The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website.
- At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation.
- A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

#### 1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided 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.

#### 1. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

### B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

#### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee 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 or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee 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. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

- a. 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 student 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.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, nonpublic 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.
- c. 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 student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation.

The principal or designee will investigate promptly 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.

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 (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, 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. (Align this with school or district procedures.)

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee 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 or designee 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 or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or student 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 or designee 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 or designee 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.

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.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

1. Taking Disciplinary Action

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

1. Promoting Safety for the Target and Others

The principal or designee 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. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee 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 or designee will work with appropriate school staff to implement them immediately.

**F. Responding to a Report of Bullying by School Staff**

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.
- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any 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.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

**VII. COLLABORATION WITH FAMILIES**

**A. Parent education and resources.**

The North Brookfield Public Schools, in collaboration with the Parent Teacher Organization, and the Special Education Parent Advisory Council, School Councils will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

**B. Notification requirements.**

Each year the building principal will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The North Brookfield Public Schools will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats. The school or district will post the Plan and related information on its website.

**VIII. 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](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

## **IX. DEFINITIONS**

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.*

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, 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. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

## **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, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. 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, M.G.L. c. 71, §§ 41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## Directory

### Administration

<b>Superintendent</b>	<b>Principal</b>	<b>Student Services</b>	<b>Business/HR Assistant</b>
Mr. Richard Lind <a href="mailto:rlind@nbschools.org">rlind@nbschools.org</a> (508) 867-9821	Mrs. Sarah Priestley <a href="mailto:spriestley@nbschools.org">spriestley@nbschools.org</a> (508) 867-8326	Mr. Mark Minnucci <a href="mailto:mminnucci@nbschools.org">mminnucci@nbschools.org</a> (508) 867-3166	Mrs. Shiela LeBlanc <a href="mailto:sleblanc@nbschools.org">sleblanc@nbschools.org</a> (508) 867-9821

### Staff Listing 2020-2021

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>
Ahearn	Linda	Kindergarten Teacher
Brinn	Grace	SLPA
Brown	Robin	Cafeteria
Bulger	Cassidy	Paraprofessional
Buzzell	Renee	Kindergarten Teacher
Cavanaugh	Theresa	Paraprofessional
Clyne	Tiffany	School Adjustment Counselor
Collette	Andrea	3rd Grade Teacher
Cutrumbes	David	Custodial
Dipietro	Eve	BCBA
Doucette	Lindsey	Paraprofessional
Dubuc	Monique	K-12 Remote Special Education Teacher
Duggan	Patricia	Cafeteria
Fernandez	Jacqueline	Pre-K Teacher
Fisher	Zachary	Music Teacher
Ford	Channing	Connect/Rise Teacher
Frechette	Kimberly	Paraprofessional
Gershman	Mary	Paraprofessional
Gianfriddo	Jessica	Paraprofessional

Gorey	Elizabeth	Paraprofessional
Hill	Dorothy	Grade 3-6 Special Education Teacher
Hubacz	Nicholas	Custodial
Kajano	Gina	4th Grade ELA/Social Studies Teacher
Kularski	Mary Beth	Confidential Clerk
Lackovic	Rachel	Paraprofessional
LaCoy	Cassie	6th Grade ELA/Social Studies Teacher
Lalonde	Stephen	Custodial
Lazarick	Jessie	Paraprofessional
LeBlanc	Channing	Connect/Rise Teacher
Lopato	Erin	ABA
Magierowski	Mandy	Paraprofessional
Maher	Andrea	3rd Grade Teacher
Martinez	Louis	Visual Arts Teacher
McGarry	Melanie	5th Grade ELA/Social Studies Teacher
Miller	Gail	Occupational Therapist
Miner	Rowena	Paraprofessional
Nason	Jamie	Speech/Language Pathologist
O'Neill	Stephen	6th Grade Math/Science Teacher
Perrin	Kaitlyn	ESL Teacher
Perry	Alison	Paraprofessional
Peterson	Sherry	4th Grade Math/Science Teacher
Pinto	Melanie	SLPA
Pratt	Robin	Title I Reading Teacher
Reardon	Daniel	Physical Education Teacher
Renaud	Dresden	Secretary
Rogers	Gabrielle	Connect/Rise Teacher
Ryan	Diana	Cafeteria Manager
Servant	Christine	K-2 Remote Teacher
Servello	Mark	5th Grade Math/Science Teacher
Shelburne	Michael	1st Grade Teacher

Simpson	Becky	Title 1 Reading Tutor
Smith	Kathryn	Paraprofessional
Spence	Melody	Student Services Secretary
Sullivan	Cindy	2nd Grade Teacher
Sutka	Nicole	Pre-K Teacher
Tarentino	Trish	1st Grade Teacher
Timmermann	Hannah	Student Teacher, Grade 1
Van Wickler	Dawn	Paraprofessional
Varney	Karen	Paraprofessional
Warner	Tami	Paraprofessional
Waugh	Hillary	Grade K-2 Inclusion Teacher
Weldon	Maddison	Paraprofessional
Zappulla	Carol	Nurse

## School Council

### **Members:**

- Sarah Priestley (Principal)
- Linda Ahearn (Teacher)
- Cindy Sullivan (Teacher)
- Kristen Giangrande (Parent)
- Jeannine Fish (Parent)
- Vacant (Parent)

(Meetings are scheduled on the Mondays of School Committee Meetings at 5:30 p.m. and are posted in the Town Offices; the public is invited.)

Massachusetts Education Reform Act of 1993 created the School Council. The law explicitly gives the school principal responsibility for defining the composition and overseeing the formation of the Council pursuant to a representative process approved by the superintendent and School Committee. As co-chair of the Council, the principal is also responsible for convening the first meeting of the Council. At this meeting, the other co-chair is to be elected.

The Law leaves it up to each principal, "pursuant of a representative process approved by the superintendent and school committee," to define the size and composition of the council. It does, however, make three stipulations about membership:

1. Parents "shall have parity with professional personnel on the school councils." Regardless of the size of the council, the number of parent representatives must be equal to the number of teachers who serve on the council plus the principal.
2. "Not more than fifty percent of the council shall be non-school members." "Non-school members" are defined as members who are "other than parents, teacher, students and staff at the school."
3. The membership of school councils "should be broadly representative of the racial and ethnic diversity of the school building and community."

### *Membership:*

- Parent members are to be selected by the parents of students attending the school, in elections held by the local recognized parent-teacher organization.
- Teacher members are to be selected by the teachers in the school.
- Non-school members may be recruited by the principal directly or selected by the organizations that are invited to send representatives to the council.

When a vacancy occurs for a parent or community representative, the principal will request applications over Channel 12 and during School Committee meetings. Parents or community members interested should send the principal a letter of intent. The principal will make the selection. There should be at least one student on the Council if the school contains grades nine through twelve.

The council is to assist the principal in preparing the school building budget, in developing the school

improvement plan, and in any other areas in which the School Committee may grant policymaking authority to the Council. School improvement plans are submitted to the school committee for approval.

One of the most important roles of the School Council is the creation of a school improvement plan, which should have the following elements:

1. An assessment of the impact of class size on student performance, the student to teacher ratio, and ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and the allocation of any professional development funds in the school budget
4. Enhancement of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate program
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate.

## TERM REPORTING DATES

### 1ST QUARTER

Progress Report.....	October 13, 2020
Quarter 1 Close.....	November 13, 2020
Report Cards.....	November 20, 2020

### 2ND QUARTER

Progress Report.....	December 18, 2020
Quarter 2 Close.....	January 29, 2021
Report Cards.....	February 8, 2021

### 3RD QUARTER

Progress Report.....	March 12, 2021
Quarter 3 Close.....	April 9, 2021
Report Cards.....	April 16, 2021

### 4TH QUARTER

Progress Report.....	May 14, 2021
Quarter 4 Close.....	June 9, 2021*
Report Cards.....	June 15, 2021*

(\*may be adjusted due to snow days)

## ACADEMICS

Students are expected to demonstrate academic honesty--cheating or plagiarizing will not be tolerated. If a student is found cheating or plagiarizing, his/her parents/guardians will be notified. Please see our subsections below for more specific information regarding homework, books, retention, and makeup work.

## AFTER SCHOOL

Students who remain in the building after school must be under the supervision of a teacher or staff member. Students in any other area of the building and not supervised may be considered in an unassigned area and be subject to disciplinary action. Groups using the building or facilities must fill out a "Building Use" form and have the approval of the superintendent in advance of the activity. These groups are restricted to the specific area or rooms requested.

## ATTENDANCE

The school day begins at 8:10 AM and ends at 2:30PM. Regular attendance is critical to a student's success in school. Please call the school and leave a message in our absentee mailbox if your child is going to be absent that day. Staff is on duty starting at 8:00. Please do not send your child in before then unless they are enrolled in a school program.

Many subjects are taught in sequence, requiring the understanding of each concept in the order it's presented. Continued absenteeism impedes academic performance. Recognized excuses for absences are: family or personal illness, death in the family, and religious holidays. Students who are sick for three or more consecutive days will need to be seen by a doctor and obtain a doctor's note verifying their illness in order to be excused for their absences.

Chronic absenteeism and tardiness may result in a parent conference, detention or court referral. If your child is going to be absent from school please call before 9:00am with your child's name, grade level, teacher, and reason for being absent from school.

Written notice should be given in advance to the main office if it becomes necessary to make a doctor's appointment during school hours.

## BICYCLES

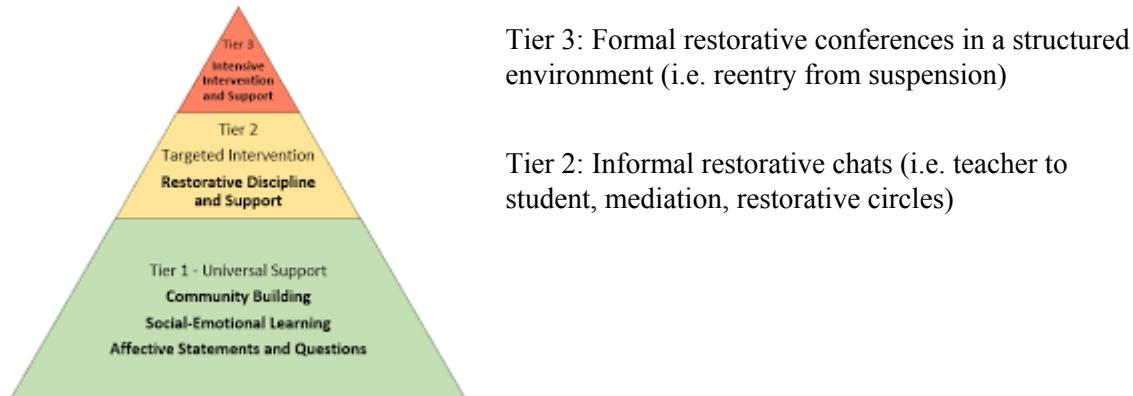
Bicycle riders should wear a helmet and observe all laws of the road.

## BEHAVIOR

NBES utilizes restorative practices in combination with traditional retributive discipline. Restorative practices begin with building relationships and community so that when an incident does occur, the approach is to repair the harm rather than to punish the behavior. This research-based practice allows us to achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:

- reduce instances of bullying
- improve behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

We will use a three-tiered approach when implementing restorative practices:



## Tier 1: Community and Relationship Building Strategies (i.e. Morning Meetings, circle share)

In addition to restorative practices, NBES uses a Level 1 and Level 2 referral system. Level 1 referrals are issued at the classroom level, and the teacher will communicate with the parent/guardian on the day of the incident via the Level 1 form. Level 2 consequences are referred to the school administrator. The school administrator will contact the parents/guardians to discuss the incident via phone or email.

## BOOKS

The books students are given during the year are their responsibility. Books are expected to be returned in the same condition in which they were received. If the book is lost, written in, or damaged in any way, the student and/or parents will be financially responsible.

## CARE OF SCHOOL PROPERTY

The administration, teachers, and students are custodians of the school property including grounds, buildings, equipment, books, and supplies. Any wanton destruction or defacement of school property is a serious matter. A charge will be made for all lost, damaged, or destroyed property.

The school committee shall determine fines for injury to school property. The State Law in Chapter 266, Section 98, of the General Laws states specifically that: "Whoever willfully or intentionally destroys, defaces, mars, or injures a school house SHALL BE PUNISHED BY A FINE OF NOT MORE THAN \$500." Vandalism of school property could result in court action as well.

## CELL PHONE POLICY

Students are prohibited from using their cell phones at school without permission from a staff member. Should a student require having a cell phone with them at school, it must remain in their school bag. If a student is in bodily possession of or using his/her cell phone without permission, the consequences will be as follows:

- First offense - Verbal warning to put it away
- Second offense - Staff member will confiscate the cell phone
- Third offense - The cell phone will be turned in to the main office and the principal will address the student.
- Fourth offense - The cell phone will be turned in to the main office and will be released to a parent/guardian.

While we will make every effort to retrieve lost or stolen property, the school is not responsible for a lost or stolen cell phone.

## CHILD CARE - AM/PM PROGRAM

The before school child care program begins at 7:15AM. After school child care program begins at dismissal and ends at 5:00 PM. Please call the school office to request an application if you are in

need of this program. There are a limited number of spaces available . The cost is \$4.00 in the AM and \$6.50 in the PM, and there is a sliding scale fee available for those who qualify, (determined by the free and reduced lunch application).

## COMMUNICATION FOLDERS

Every day, a folder will be sent home with your child. These folders contain information for families as well as homework assignments, if given. **Please remove the contents and send the folder back to school with your child every day.**

## DISMISSAL

All early dismissal notes should contain the student's name, reason for dismissal, the phone number where a parent may be called and the parent's signature. Notes may be written in the student agenda for ease of delivery; copies will be forwarded to the school office.

## FIELD TRIPS

Field trips are an extension of the school curriculum. Parents will receive notice of the field trip and are required to sign permission slips for their child to attend. Thanks to our fundraising efforts costs for field trips are kept to a minimum. Children will not be held from a field trip for inability to pay entry fees.

## FOOD SERVICES

Breakfast is available from 7:55-8:10 AM in the cafeteria, the cost is \$1.50. Hot lunch is available for all students. The cost for the lunch is \$3.00. Second Chance Breakfast is offered in the classroom at a cost of \$1.50. Please notify the Cafeteria staff in writing if you do not want your child to participate in this program.

You may pay daily or pre-pay to your student's account. Checks should be made out to the North Brookfield Cafeteria. Students are not allowed to charge the cost of breakfast or lunch. Please note whether or not your child may purchase snacks with the monies put on the student account. Look for our new alternate payment plan at [myschoolbucks.com](http://myschoolbucks.com).

If a student forgets or has lost their money, a cheese sandwich and fruit will be offered at lunch time. (This courtesy will not be extended on a regular basis.)

Free and Reduced lunch cost is available to those who qualify, to be determined on the Lunch Application Form given out to all families. If you have any questions regarding these programs, please call Diana Ryan in the Cafeteria at 508-867-6348.

## FUNDRAISING

The school and the PTO conduct fundraising activities during the school year. These activities are directed at supporting school wide activities and must be approved by the principal and superintendent. Students are not allowed to sell any items for unrelated school fundraisers.

## HEALTH SERVICES

The health office is located between the main office and the central offices and is open during school hours. The nurse is responsible for maintaining all health records, routine health checks, parental contact concerning health related problems, care of minor injuries, checking daily attendance, assisting health education and screening for vision, hearing and scoliosis. Contact the nurse if your child has any unusual health problems.

If your child is absent due to a communicable disease, please notify the school nurse in order that precautions can be taken to protect the other children.

Screening for vision and hearing takes place every school year for grades K-6. The screenings are conducted by the school nurse and occur in late fall or early winter. Posture screening is held early in the spring for grades five and six students.

In case of serious illness or injury, a student will be cared for temporarily by the school nurse. School personnel will render first-aid treatment only if emergency medical treatment is necessary. If a parent is not available, the student will be taken to the emergency room at the nearest hospital. Therefore, it is very important that Student information is completed and returned at the beginning of the school year. Parents will be contacted and advised that their child is ill. It is the responsibility of the parent to respond as soon as possible and to arrange for transportation home.

Head lice can be a serious problem if allowed to go uncontrolled. Students are not allowed to attend school with an active case of head lice as it is communicable to others. When there is an active case, as determined by the nurse, the student will be sent home. Students may not return until treatment is complete and the student has been checked and approved by the school nurse or physician to determine there is no communicability.

Massachusetts State Law requires that every student entering public school must have evidence of a successful vaccination for: Diphtheria, Tetanus, Whooping Cough, Polio, Measles, Mumps, and Rubella. Notification of Chicken Pox or vaccine and a lead level test is also required.

As a general policy, NQ medications will be dispensed at the school except by the school nurse and only those designated as emergency medications. Examples of such medications are those required for diabetic reactions, asthmatic attacks, and bee sting allergies. Prescribed medications are to have their time scheduled by the physician to avoid school hours. (Medications required three or four times daily.) Psychotropic medications covered under MG L, Chapter 71, Section 548, to be dispensed at school must be accompanied by a Medication Permission Form which has been signed by the physician and parent/guardian.

Medication(s) for students must be given to the school nurse by the parent/or guardian and will be dispensed only when absolutely necessary, in accordance with school policy. No Tylenol will be dispensed without a doctor's order. Bee Sting Kits or Epi-Pens must be updated each year by a doctor's order and kept in the Health Office. If your child is to keep an Epi-Pen on his/her person, there must be one kept in the Health Office as well.

Physicals are required for Kindergarten entry and for all students in grade four and seven, and annually to participate in any school sports. Transfer students will provide a physical within the year.

## **INVITATIONS**

Distributing personal invitations of any kind to students during school is strongly discouraged. Invitations that include all students in the class will be allowed. In order to be sensitive to all students, please find other ways to distribute invitations.

## **LIBRARY**

Students are permitted to borrow books from the library. Books are to be returned prior to or on the due date so that other students may have access. If a library book is damaged or lost, students must pay for its replacement cost.

## **LOST AND FOUND**

There are two lost and found areas in the school. One is outside the main office and one is in the bell area. Twice a year the items are placed for display. Any items remaining at the end of the school year are donated to the Salvation Army. Parents are encouraged to frequently check for any lost items.

## **MAKEUP WORK**

The school is obligated to provide make-up work for excused absences. Students and/or their parents are responsible for requesting make-up work immediately upon the student's return to school. One day to turn in make-up work will be given for each day of the excused absence.

## **PARENT CONFERENCES**

In the weeks after the first mid-term progress reports are issued, parents will be invited to a parent/teacher conference to discuss their child's school performance.

## **PARENT DROP OFF (AM PROCEDURE)**

Adult supervision begins at 8:00 for students who are brought to school by means other than the school bus

Please drop your child off at the assigned doors. Students enter the doors and proceed to their designated classroom meeting assignment.

Please use the parking lot if your stay extends the time needed to drop off a student. As always, thank you for helping us to keep our students safe!

## **PARENT PICK UP (PM) PROCEDURE**

Students will be dismissed for parent pick up after all bus students have been released. Parents should arrive no earlier than 2:30PM for parent pick up. Cars should pull up along the sidewalk in front of the entrance. We ask that you please remain in your car. The line of cars may extend along

various points of our driveway. Students will exit through the doors and walk along the driveway to enter the cars as they arrive on the passenger side. Staff members are on duty to ensure the safety of all our students. Please do not park in the parking lot for parent pick up. The idea being that we are better able to keep students safe if they are not walking in between or in front of cars to cross over to the parking area.

## PARKING (EARLY PARENT PICK UP)

Our school hours are between 8:10AM & 2:30 PM. If you are dismissing a child early or signing them in late, do not park in the FIRE LANE in front of the school. Please park in the parking lot or, if your child is sick, you may park temporarily in back of the handicapped spaces near the main office (parallel to the railing).

## POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

This is our school wide behavior system which rewards students for STAR behavior (Safety, Treating others with respect, positive Attitude, and being Ready to learn). Students earn Class Dojo points which can be rewarded with personal incentives or whole-class rewards such as extra gym, movie, snacks, ice cream party, or other incentives offered throughout the school year.

## POSTING OF STUDENT NAMES

From time to time, we will post students names for a variety of achievements. Should a parent/guardian decide that they do not want their child's name posted, they must send a letter to the principal requesting the school to refrain from posting their child's name.

North Brookfield Elementary School may also allow school personnel and/or representatives of local news media to photograph or videotape students at school. These photographs/videotapes may be displayed in classrooms, halls, or elsewhere in school. They may also be published in the newspaper, shown on television, or be displayed on our web page. If you do NOT wish us to photograph, publish, or publicly display your child's photo, please inform the principal's office in writing at the beginning of each school year.

## PROMOTION/RETENTION

Promotions and retention are based on evaluations of academic, physical, social and emotional growth. The primary reasons for considering retention are: unsuccessful academic performance, indifference or lack of effort on the part of a capable student, physical or social immaturity, frequent or extended absences.

Retention is usually considered a more positive alternative during the primary grades. Parents can assume their child will be promoted unless the alternative has been discussed during the school year. Parents will be involved in any retention decisions.

## RECESS

Students are given daily recess. Outside recess is dependent upon temperature, precipitation, and wind chill. Warm coats and hats, boots, and mittens should be worn in cold weather. Students should always prepare for outside recess. Students will not have outdoor recess when the temperature is below 20 degrees with the wind chill.

## REPORT CARDS

North Brookfield Elementary School follows the same quarterly reporting dates as the jr./sr. high school. Interim reports will be sent home midway through each quarter. Fourth quarter report cards are issued on the last day of school in June.

Please review your child's progress and contact the teacher if you have questions. An envelope is provided for parents to sign and return to the teacher. Although Parent Conferences are scheduled in the fall, please do not hesitate to request a conference with your child's teacher(s) at any time during the school year. You may call the office or write a note in the agenda book requesting an appointment. Likewise, the teacher(s) may find it necessary to request a conference with a parent. Please make every effort to meet if you receive such a request.

## SCHOOL CANCELLATION/EARLY RELEASE

Cancellations will be announced on the local media outlets indicated on page 3 of this handbook. The principal or his/her designee will also make a phone call in the event of a weather related school cancellation. A posting will also be done on our school's website and Facebook page. Parents are asked to fill out an Early Dismissal Form at the beginning of the school year. We ask that alternate arrangements be in place in case of a storm warning or emergency release.

## STUDENT WORK

The following are some of the ways in which we display student's work and/or projects:

- Classroom bulletin boards
- Hallway bulletin boards
- Newspaper photographs
- Videotapes
- Local cable access television
- Web page displays

In most cases, but not all, it is possible to display pieces of student's work with the names on the back.

If you do NOT wish your child's work to be displayed with their name showing, please notify the office at the beginning of each school year.

## STUDENT VALUABLES

Students are cautioned not to bring large amounts of money or valuable items to school. Students, not the school, are responsible for their personal property.

## SUBSTITUTE TEACHERS

A substitute teacher is an important person and will be shown respect as a member of our staff. Misbehavior toward a substitute teacher will be looked upon seriously.

## TARDINESS

Your child's prompt arrival to school is expected. Late arrivals disrupt the class and cause loss of instructional time. Students arriving after 8:10AM must report to the office for a late pass. Please make every effort to have your child arrive on time. Repetitive tardiness may result in a parental conference, office detention, or court referral.

## TELEPHONE CALLS

Telephones are for school business only. Students will be allowed to use the office phone to call home in case of emergencies or school related requests. Students will not be allowed to make personal calls or to make after school arrangements with friends.

## TRANSPORTATION

Rules of school conduct apply on the bus and at bus stops. Students may not ride the bus unless they are assigned to do so. Cameras have been installed to monitor the behavior of students. Please review the following safety rules:

1. Use only the bus and bus stop you are assigned to.
2. Behave appropriately while waiting for the bus.
3. Remain seated, facing front, when the bus is in motion. Do not change seats.
4. Do not talk to or distract the driver unless absolutely necessary.
5. Keep head and arms inside the bus.
6. Do not leave or throw litter inside or outside the bus.
7. Talk quietly, respectfully and obey the bus driver.
8. Switching buses or taking a bus to/from school for convenience of transportation is not allowed.
9. Open containers of food and drink are not allowed on the bus.

If these bus rules are NOT followed and a Bus Conduct Report is received from the driver, the student's parents will be notified.

First offense -Verbal Warning

Second offense --Office detention

Third offense --Three day bus suspension

Fourth offense --Bus suspension at the discretion of the principal. All bus suspensions are issued by the principal.

Students are only allowed to ride a bus to which they have been assigned, unless they are issued a bus pass by the main office. Bus passes may only be issued when a note from the parent/guardian has been submitted to the main office with the child's name, grade, the bus he/she needs to take, and the destination.

## VISITORS

Doors are locked during regular school hours. All visitors are required to sign in at the main office. A "Visitor" badge will be given to wear while in the school building or classroom. Parents are encouraged to make an appointment to visit or volunteer in the classrooms. Please use the main door when exiting the building. All doors are to be locked for the safety and security of our students and staff.

## WALKERS

Students who walk should come straight to school and remain on the sidewalks and cross only on designated crosswalks. At dismissal time, students exit the building using designated EXIT doors and join the walkers' line on the sidewalk, turn right and continue toward the Oakham Road where staff and crossing guard personnel are stationed. Students are expected to follow this procedure for safety purposes.

*Please be aware that the Path is not on school property and is not staff supervised. Therefore, our students are not allowed to walk home using this path and are dismissed at the end of the school drive to the sidewalk along the Oakham Road.*

## WITHDRAWALS and TRANSFERS

A Release of Records authorization form must be signed by the parent/guardian of the student who is withdrawing. Please notify the principal's office as soon as possible in order to comply with your request to transfer. The student transfer and a copy of the health and immunization record will be made ready to be given on the last day of attendance. The student's academic and health records will be mailed directly to the new school district for enrollment. You may request copies of your child's records if this request is given in advance.

# **Parent/Student Handbook**

## **Record of Annual Notice**

### **2020 - 2021**

# **SIGNATURE PAGE**

Please sign and return this page by: September 25, 2020

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The North Brookfield Elementary School Parent/Student Handbook is available on the NBES website at [www.nbschools.org](http://www.nbschools.org). Both the parent/guardian and student should read and review the Parent/Student Handbook.

I understand that the policies and procedures outlined in the Parent/Student Handbook are in effect from the time a student gets on the school bus until the student exits the school bus during regular school days, at all school-sponsored and school-related events and activities. I understand that it is my responsibility to read the information contained in this handbook carefully and ask the appropriate school official questions for which I need clarification. I understand that I am to abide by all the rules, regulations, policies and procedures contained in this handbook. Please check the appropriate box below:

- I have been able to access the North Brookfield Elementary School Parent/Student Handbook online.
- I am not able to access the Parent/Student Handbook online and am requesting a hard copy of the document.

Both parent/guardian and student must sign and date this form in the space provided below. By signing this document you indicate that you have accessed, read, and reviewed the North Brookfield Elementary School Parent/Student Handbook for the 2019-2020 school year.

Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Date: \_\_\_\_\_

Print Student Name \_\_\_\_\_ Print Parent/Guardian Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

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**Photograph/Scholastic Summary:**

We often post pictures or videos of our students engaging in fun activities over the course of the school year to social media or the local press.

Can your child be photographed or videotaped? Please circle- Yes \_\_\_\_\_ No \_\_\_\_\_

- ❖ If you do not circle either, we will assume that your child can be photographed or videotaped.