

**Naquag Elementary School
Student/Parent Handbook**

**Kindergarten, Grades 1 & 2
2021-2022**



**Naquag Elementary School
285 Main Street
Rutland, MA 01543
508-886-2901**

Welcome – Principal’s Message

To the Parents & Guardians of Naquag Students:

Welcome to the classrooms and hallways of Naquag Elementary School. Our dedicated staff is enthusiastic to begin the new school year and work with students and parents/guardians to build a strong, positive learning community. We believe in the importance of communication and acknowledge the necessity of a partnership between parents and teachers as an invaluable part of the education process.

We recognize the importance of developing a strong learning foundation during the primary years of elementary school. District-wide, ELA (English Language Arts) instruction will include Fountas & Pinnell Classroom (FPC) instruction for kindergarten, plus first and second grades. Fountas and Pinnell Benchmark Assessment Systems (BAS) is implemented during the school year to assess reading skills as well as STAR assessments for ELA and Math. District-wide Eureka Math is utilized for math instruction in our K - 2 classrooms, following math curriculum standards. Science and Social Studies is integrated in our ELA classes.

Naquag Elementary's dedicated staff always goes the “extra mile” for each student; our goal is for each child to enjoy school, do their best and to succeed. We are excited to continue incorporating **SEL** (Social Emotional Learning) skills and strategies throughout our day (including understanding and managing emotions, feeling and showing empathy to others, establishing and maintaining positive relations and making responsible decisions). We implement a variety of SEL strategies and techniques while teaching and modeling respect, responsibility and safety for all students and adults in the building. The Naquag **LOOP** pledge, “We promise that each and every day we will respect **L**earning, **O**urselves, **O**thers and **P**roperty” guides us throughout the school day to be respectful and kind in everything we do and to everyone we encounter.

The Naquag Elementary faculty is continually analyzing and researching information, then using this data to plan and direct instruction to better meet the needs of our students. Daily ***Response to Intervention (RTI) Tier II*** instruction provides specific learning opportunities in reading and mathematics for higher and lower achieving students in all three grade levels.

We will continue our communication through our School’s website and the use of School Messenger phone calls and emails. You are welcome to contact me with any questions or concerns. Our school website is available at: www.wrsd.net/naquag.

Dixie Estes, Principal (Dixie_Estes@wrsd.net)

Naquag Elementary School
285 Main Street, Rutland, MA 01543
Phone (508) 886-2901, Fax (508) 886-2803

Naquag School Administration and Staff

Principal: Dixie Estes
Assistant Principal: Kristina Pelczarski
Secretary: JoAnne Bedard

Kindergarten:

Deborah Baldwin
Corinne Balyk
Nicole Borges
Amy Collette
Kerry Monaco
Heather Nichols

Grade 1:

Christina Little
Corey Macaruso
Kimberley McCormack
Amanda Strong
Trefa White
TBD

Grade 2:

Kelly Allyn
Kelly Anderson
Helen Esposito
Ericka Humphrey
Lynn Jordan

Special Education:

Suzanne Huard
Maria O'Donoghue

District-wide Classroom:

Heather Marois

Specialists:

John Barbale - PE
Jean Gough - Music
Mary Shepherd - Art

School Psychologist:

List Hunt

School Counselor:

Megan Coonan

School Nurse:

Liz Cantatore

Cafeteria:

Kathy Godin
Kelly McElroy

Custodians:

Anthony Rossetti
Bill Johnson
Chris Covello

SCHOOL SCHEDULE: 2021-2022

Arrival time for all students is from 8:45 to 9:00 AM

Children should not arrive prior to 8:45 AM

School buses will begin unloading at 8:45 AM

Dismissal is at 3:30; we call for dismissal procedures to begin slightly prior to 3:30..

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Dismissal is at 3:30; we call for dismissal procedures to begin slightly prior to 3:30.

DISMISSAL DURING THE SCHOOL DAY

Students who are to be dismissed during the school day should be picked up by parents at the school office (hybrid instruction). You will also be asked to sign your child out in the office register. Children WILL NOT be allowed to leave the school with an unscheduled visitor. During remote instruction, children are

considered in attendance with classroom participation or classroom work within 48 hrs. During hybrid instruction children are considered

Early dismissal of children can be arranged through the office. Please send a note to your child's teacher including the following information:

1. The reason for dismissal
2. The time he or she is to be dismissed
3. Who will pick up the child

No child will be dismissed to a person other than the parent of the child unless a note has been sent from the parent. Please come to the office and your child will be called to the office. **We wait until parents arrive so that students do not miss more class time than necessary.**

Parents who have not written a note because of unforeseen circumstances are asked to call the school to notify the administration of their need and reasons for taking the child out of school. **We ask that phone requests for alternate dismissal be limited to an unexpected change and received prior to 2:00 PM.** The safe dismissal of this school requires the attention of all staff.

VACATIONS (during school and makeup work)

Families are expected to plan any family trips/vacations so as not to occur on days when school is in session. We encourage families to schedule these to coincide with school vacation periods. The Massachusetts Department of Elementary and Secondary Education (DESE) points out that students who are absent from school for reasons other than illness or family emergency are “truant.” As per the DESE, schools are not required to plan work for student absences other than for illness or family emergency, or to make up instruction or work for students who are absent for other reasons.

Students who have been absent or who are doing poorly in a subject must assume the responsibility for making up work. If a student is absent for illness or family emergency for a prolonged period of time, she/he will be given an adequate amount of time to make up for missed work. Upon return to school, a student who is absent for any other reason will have one day for every day of absence to make up and submit all work missed during the absence.

It is recommended that parents request class assignments for a sick student to complete at home if the absence exceeds more than one day. This may prevent a child from being overwhelmed by having to make up missed schoolwork while trying to keep up with current assignments when she/he returns to school. **Please request before 12 noon to arrange for make up work.** These assignments can be picked up at the school office at the end of the day.

STUDENT TRANSFERS

Please inform the school when you are moving. The following information is required:

1. The last date that your child will attend school;
2. Your new address; and
3. The name of the next school that your child will attend.

In order that records may be forwarded to the new school, release forms must be signed.

CALENDAR TOPICS

See Wachusett Regional School District School Calendar 2021-2022 @ www.wrsd.net

NAQUAG PTO

Much support has been provided to the teachers and administration through the Naquag PTO, a group of parents, teachers and members of the Rutland community. Support has come in the form of financial aid and time donated by dedicated volunteers. The Naquag PTO provides financial assistance for enrichment opportunities and additional support toward teachers, classrooms and our school. Please contact the school office for additional information if interested in becoming a part of this organization .

SIMCO

The School Improvement and Modernization Council (SIMCO) is formed to establish a process of interaction between the community, teachers, and administration which will enable Naquag to become an environment cognizant of change and the need for continuing improvement. The council meets approximately six times per year at a time determined by the council. Meetings are open and thus will be posted as required. The Naquag PTO holds an election in September to fill parent member vacancies within SIMCO. Councils are required and regulated by Massachusetts Law and one member of the council serves on the Superintendent's District Council.

FUNDRAISING

Events may be planned throughout the school year to support student enrichment activities and assembly programs. Our PTO facilitates other annual fundraising events to provide additional assistance with special learning classroom activities and curriculum-based enrichments.

COMMUNITY OUTREACH

Throughout the school year, Naquag Elementary will participate in various community outreach projects to a variety of non-profit organizations. Parents are encouraged to make their own decision regarding participation in these activities.

TRANSMISSION OF FUNDS TO THE SCHOOL

From time to time it is necessary for parents to send money to school for various purposes. All money sent to the school for these types of items should be paid by check made out to: the Wachusett Regional School District. Please avoid sending cash if at all possible.

CAFETERIA INFORMATION

During the 2021-2022 school year, the USDA has extended the **Universal Free Meal program**. A complete lunch (including an entrée, fruit and/or vegetable side choices and milk) will be of no cost to all students. Please Note: The cost of a milk only or an extra milk is \$0.60. Parents are encouraged to pay online with My School Bucks. Checks for this purpose should be made out to: Naquag School Cafeteria. Monthly menus are available on the www.WRSD SchoolNutrition.com website.

ALL STUDENTS ARE EXPECTED TO EAT LUNCH unless a note from parent or guardian is received by the school administration. On early release days, a grab n' go bag lunch will be provided to students as they dismiss. These meals will be pre-ordered in the classroom during attendance.

Naquag Elementary Cafeteria's computerized "point of sale" payment system, *My School Bucks*, is available for all school meal purchases. *My School Bucks* are utilized throughout all District's cafeterias, K - 12. Every student has a personal lunchroom account based on their student ID number. Parents are able to deposit money into their child's account, although they may still pay cash. Additionally, through the *My*

School Bucks website, parents may check their cafeteria balance, as well as what their child chose to have for lunch. Monies paid into a student account can only be used for the purchase of regular lunch, milk and alternative lunch. The *My School Bucks* website is accessible through the WRSD website www.WRSDSchoolNutrition.com Food Services link or www.myschoolbucks.com. If you have any questions about this service, please feel welcome to contact our school office or Margaret Barton, Manager of Food Services for the WRSD @ 508-829-1670 x278.

FREE AND REDUCED PRICE MEALS - APPLICATIONS AVAILABLE

The Wachusett Regional School District cafeteria offers healthy meals every school day. The regular cost for lunch at District elementary schools is \$3.25. Your child / children may qualify for free or reduced price meals if your household income is within the Federal Income Guidelines shown on the Free and Reduced Price School Meals Application. You may apply at any time during the school year if your household size goes up, income goes down, or if you start receiving SNAP (Supplemental Nutrition Assistance Program – formerly the Food Stamp Program) or TANF. The application is available in our school office or on the District’s website, www.WRSDSchoolNutrition.com Food Services Information. All information is confidential.

Please contact Margaret Barton at 508-829-1670 x278 or Margaret_Barton@wrsd.net if you have questions.

MARKING SYSTEM

Report cards are issued three times a year. Teacher/Parent Conferences will be held in lieu of the first term report card for K - 2 children. Dates: To Be Determined (IEP Progress Reports will be shared with parents following the report card calendar.)

Term 1	8/31/21 - 11/4/21	Teacher/Parent Conferences - TBD
Term 2	11/5/21 - 1/23/21	Report Cards Online - Power School Parent Portal
Term 3	1/24/21 - 4/3/2021	Report Cards Online - Power School Parent Portal
Term 4	4/4/2021 - Last Day of School	Report Cards Online - Power School Parent Portal

HOMEWORK GUIDELINES - Suggestions to Parents

Parents are encouraged to keep current with their children’s homework. It is suggested that the following may be helpful:

1. Provide
 - a. an adequate clean work space
 - b. good reading light
 - c. a quiet environment and
 - d. necessary materials-pencils, paper, etc.
2. Motivate by showing interest.
3. Check homework for accuracy, completeness, and neatness.
4. Assist in practice, review and preparation of reports.

The average amount of time per evening for each student to spend on homework is suggested:

Grade K-1	At the discretion of the classroom teacher
Grade 2	30 minutes

These times are “per evening” totals of all subjects.

Our curriculum and homework assignment estimates are designed around students with average work habits. We recognize that the length of time required for a child to complete homework is highly individual. Students should be encouraged to complete and check their assignments carefully, and parents are urged to communicate with the teacher if it appears that the work is taking an extraordinary amount of time. Also, it is critically important that you inform the teacher if you see your child is encountering significant consistent difficulty with their homework.

NOTES FROM PARENTS

The school assumes a serious responsibility relative to the safety of pupils attending our school. That responsibility, which we share with you, the parents, begins when your child starts for school in the morning and continues until he/she arrives home in the afternoon – providing, of course, that he/she goes directly home.

Every precaution must be taken to ensure the safety of all students. Such measures include written notes from the parent or guardian whenever changes occur from the normal routine.

Examples requiring a note include:

- your child is dismissed by someone unknown to the teacher or the school office;
- your child, who regularly rides the school bus, will not be riding the school bus;
- your child is to be dismissed for the purpose of attending religious services;
- your child will be attending Rutland Recreation “Safe Place” before/after school. One note at the beginning of the school year will suffice;
- your child will be walking to CCD, Scouting activities or recreation programs.

Change in Dismissal Plans: Please notify the front office by 2:00 PM.

TELEPHONE MESSAGES AND DELIVERIES

Messages and deliveries from home should be left in the Office and will be delivered as early in the day as possible. Students will be called out of class only in an emergency. Naquag has an automated phone system and teachers have voice mail for your convenience.

SCHOOL SERVICES:

LIBRARY

The school library is an integral part of the school program. It supplies material to support student class work and to encourage recreational reading. The usual loan period for books, magazines and pamphlets is two weeks. Children may not borrow reference books; reference materials must be used in the library itself. Not returning borrowed items may result in loss of privileges. Students must pay for books or other materials which are lost or damaged.

SCHOOL PICTURES

School pictures will be taken by O'Connor's Studios. Specific dates and information TBD due to remote and hybrid instruction.

LOST AND FOUND

The school maintains a lost and found area for articles of clothing only. All books and items of value other than clothing are kept in the school office until claimed. Following the school year, lost and found items are sent to the Rutland Food Pantry.

VALUABLES

The school cannot assume responsibility for items that are lost or stolen. Valuable items not necessary for schoolwork should be left at home. These include: radios, cell phones, electronic handheld games, MP3 players, CD players, and other electronic devices and items using headphones. Unless deemed necessary by the classroom teacher and administration for learning purposes, any type of such electronic device is not allowed at school.

CELL PHONES

Students may **NOT** bring cellphones to school. Any cell phone found or seen or heard in use during the school day will be confiscated and taken to Naquag's main office. A parent/guardian is the only person who can retrieve a confiscated cell phone from administration.

VOLUNTEER PROGRAM – Criminal Offense Record Information (CORI) Requirement

Due to Covid 19 building safety and protocols, we need to “postpone” volunteer help in classrooms and our building until additional notice.

According to Massachusetts State Law, all school volunteers **MUST** have current CORI checks through the school system in which they plan to volunteer. In other words, a recent CORI check performed in another school system is not acceptable. Your CORI check needs to be filed through the Wachusett Regional School System. Any activity with students requires a CORI check, including chaperoning field trips and volunteering in the classroom. The paperwork is simple and available through the WRSD website (www.wrsd.net) or in our office. The CORI paperwork takes several weeks to process. We suggest completing this paperwork at the start of the school year to provide adequate processing time for future school events. The CORI checks are good for three years, at any school in the Wachusett District; please be aware of your expiration date and submit the paperwork for renewal one month prior. Further information may be obtained through the school.

USE OF SCHOOL FACILITIES

The Wachusett Regional School District Committee has agreed to make Naquag School available for educational, recreational and civic purposes to recognized, responsible organizations within the town.

The practical requirements for use of school facilities are:

- A. Programs cannot interfere with regular school activities.
- B. Activities cannot damage or cause excessive depreciation of school property.
- C. Fees for use of the facility are regulated by school committee policy. Call the school for current rates for facility use and for costs of custodians and cafeteria workers.
- D. All users are required to apply in advance, using the required District forms available on the District website.
- E. Organizations seeking to use the kitchen must hire a District cafeteria worker to be present during the use period.

HEALTH SERVICES:

Students who become ill or injured will be directed to the school nurse(s) for assessment, evaluation, treatment and/or referral. If the nurse is not available, students are to report to the office. Students are not to leave the building without authorization. Parents will be notified when a child must be sent home. If the parents cannot be contacted, the person indicated on the Emergency Card will be called. It is imperative that the Emergency Card be completed annually and updated as necessary.

PHYSICAL EXAMINATIONS:

Massachusetts requires that a physical examination by a healthcare provider be on file with the nurse for kindergarten entry and every four years thereafter (Grades 4 and 8). Students entering the District without records or a recent physical must have a physical examination within the 1st year.

MANDATED SCREENING PROGRAMS:

Students in Grades K, 1, 4, 6-8, and 9 are weighed and measured and students in grades K & Grades 5, 7 and 10 are tested for vision and hearing. Students in Grades 5-9 receive an annual postural screening for scoliosis. The screening is done by the school nurse with assistance from the Physical Education staff. Parents will be notified if screening procedures identify possible problems.

CONTAGIOUS CONDITIONS:

Naquag will follow the District's protocol for Covid 19 safety and procedures. Parents are requested to report any incidence of contagious disease or condition to the school nurse. This includes incidence of head lice and scabies. When these conditions are identified, the student will be sent home. Return to school is

permitted following treatment and verification by the school nurse that the student is free of disease, lice, nits or mites.

IMMUNIZATIONS:

All students must be compliant with immunizations required by Massachusetts regulations (102 CMR 7.09 and 105 CMR 220.00) and established by the Massachusetts Department of Public Health. The only exemptions are for documented religious or medical reasons.

NO-SCHOOL ANNOUNCEMENTS

Please do not call the school regarding inclement weather. NO SCHOOL and delayed opening announcements will be aired on Worcester radio stations **WTAG-580^{AM}**, **WSRS-96.1^{FM}** and **WXLO-104.5^{FM}**. Most local TV stations are now also doing cancellation notices. These announcements may be for cancellation of school or for delayed opening of school. Please listen for the “Wachusett School District” as Rutland may not be specifically mentioned on the radio. In the event of an announcement of a delayed opening, parents are encouraged to keep listening to these stations for announcements indicating a change to NO SCHOOL should weather conditions worsen. Delays are usually up to two hours. School Messenger is an automated telephone/email notification system used by the School District to contact parents in the event of inclement weather cancellations or delays, as well as important events happening in the school or District.

EMERGENCY DISMISSAL

In an emergency, such as severe, fast changing weather or a boiler breakdown, school may be dismissed earlier than the regular closing time. An early dismissal/emergency procedure form is sent home at registration time to be filled out and returned promptly. The form is kept on file in the student’s classroom so the teacher can carry out your instructions. Except in the most severe emergency, all parents will be notified by School Messenger (email and/or phone call) of an early dismissal.

SCHOOL SAFETY AND SECURITY

Our school District, along with the rest of the state, is deeply concerned with the safety of our students. Events in the recent past have focused our attention on reviewing our safety plans and further planning for any possible interruption to our school days. With this in mind, the following procedures will be followed:

1. Access to School Buildings

All doors at Naquag School are locked during the day. (All doors may be easily opened from the inside.) The front door has a security system equipped with a camera and intercom. During school hours, all visitors must identify themselves to the front office before the door is unlocked.

Visitors, volunteers and others entering the school must report to the office to sign-in. Visitors need to wear a valid WRSD issued CORI Volunteer badge or obtain a visitor pass before proceeding into the academic areas of the building. Access to the classrooms through the auditorium/gym is not permitted.

2. Safety in the Classrooms, Halls and Rest Rooms

Classroom behavior rules and procedures are clearly identified in all classrooms. The school nurse is at Naquag during the hours that the school is in session.

3. Safety on School Grounds

Playground behavior rules and procedures are discussed at the beginning of the school year; adequate personnel are on duty during playground and indoor recess times. No students are released to play areas without supervision. Two-way radio communications are maintained during all outdoor play times and during outside physical education classes.

4. Safety During the Arrival and Dismissal Times

Walking students and students being driven to school should plan to arrive no earlier than 8:45 AM. (This time does not include those students enrolled in the Rutland Recreation’s SAFE PLACE Before School Program.) Duty personnel will be assigned at 8:45 AM to supervise arriving children.

Students arriving on school buses will be unloaded starting at 8:45 AM with duty personnel both outside and inside halls. Walking, SAFE PLACE, parent pickup students, and those walking to other activities such

as Girl Scouts or CCD will be dismissed with staff supervision. Duty personnel will be outside to assist with the parent pickups. Buses will be loaded from lines, each supervised by teachers.

5. Responsibility of Staff Members

Staff members are kept up to date on safety rules and procedures and are empowered to act individually depending on the emergency. Procedures for evacuation and securing without evacuation are in place. Staff continually monitor their areas and report visitors not displaying office passes immediately.

PRIVATE – TRANSPORTATION

Parents who drop off or pick up students are asked to use the circle around the flagpole in the FRONT of the school and NOT THE BUS LANE TURN-AROUND at the side of the school. Your cooperation in this will reduce traffic congestion and promote safety at these very busy times of the school day.

ALTERNATE STUDENT TRANSPORTATION

Please refer to the WRSD School Committee Policy Relating to Pupil Services –Alternate Student Transportation, # P6562.

All students will be required to present written permission notice to the school from parent/guardian when using alternate means of transportation.

SCHOOL BUS – TRANSPORTATION

Riding the school bus is a privilege afforded to students for educational purposes. Appropriate behavior ensures safe transportation and is expected of all students. Traveling to and from school is an extension of school activity, and thus, the school's rules of conduct are in effect while students are on the buses.

Discipline problems on the school buses will be handled by the Administration. No pupil will be denied transportation privileges as a result of his/her misconduct until the parent has been notified of the loss of such privileges and has had an opportunity to discuss the matter with the Administration.

Convenient transportation generally WILL NOT be provided. Buses, for the most part, are filled to capacity each trip. Children, therefore, will not be allowed to ride buses (to visit friends, to attend parties, to attend meetings, etc.) other than those to which they are normally assigned. This DOES NOT APPLY to children who regularly go to daycare providers after school. Permission for any student to ride from school on another bus will be given only on an individual basis and requests should include an appropriate reason. All notes regarding transportation changes must be brought to the office. **Last minute changes are risky and should be avoided if at all possible.**

BUS CONDUCT

Waiting for the Bus

1. Wait at the bus stop no earlier than ten minutes before the bus usually arrives.
2. Observe all safety precautions while waiting for the bus:
 - Do not play in the road
 - Avoid crossing streets unsupervised
 - Cross streets ONLY when you are certain no traffic approaches from either direction
 - Do not push, pull or chase other pupils
 - Do not trespass on private property
3. As the bus approaches:
 - Line up at least six feet off the roadway
 - Wait for the bus to make a complete stop before approaching it
 - Wait for bus doors to open before starting to get in it
 - Do not push others in line or run towards the bus

Loading the Bus:

1. Get on the bus quickly and be seated at once.
2. Listen carefully and obey any direction issued by the bus driver.

Riding the Bus:

1. Do not eat, drink or chew gum on the bus.
2. Do not throw anything inside or from the bus.
3. Do not extend an object or body part out of the bus window.
4. Sit properly on the seat. Once you are seated, do not change seats. Remain seated while the bus is in motion.
5. Do not use abusive language and/or make unnecessary loud noise.
6. Do not bring animals on the bus.
7. Listen to the bus driver for any type of communication. Attitudes of helpfulness and cooperation will do much to insure safety for all.
8. Know the procedures for getting off the bus in an emergency.
9. Emergency evacuation drills will be held twice during the school year.

Unloading the Bus:

1. Wait for the bus to come to a complete stop.
2. Do not push or shove.
3. Bus stops are planned to avoid students crossing the street upon exiting the bus. Should this not be possible continue below.
4. When crossing the street after getting off the bus:
 - Always cross in front of the bus
 - Move in front of the bus until you can see the driver's face
 - Wait until the bus driver signals you to cross
 - Cross to the outside edge of the bus, look left, look right, look left again and, if clear, walk quickly across the street
 - If it is not clear, return to the side of the road and wait for the driver to signal you again
 - Do not wait until the bus leaves to cross the street
 - NEVER cross behind the bus

THE ROLE OF THE BUS DRIVER

- The driver of any bus is responsible for the orderly conduct of the pupils transported.
- Continued disorderly conduct or persistent refusal to submit to the authority of the driver is sufficient reason for a pupil to be subjected to a behavior review by the principal or principal's designee.
- No driver will allow a student to leave the bus other than at his/her regular stop, unless proper notification to the office has been made and the change of stop form has been issued to the student.
- The driver will not stop to load or discharge pupils except at stops regularly designated by the School District.
- The driver should not have his/her vision obstructed by a student. He/she should be able to see to the front, rear and to either side to ensure proper and safe operation of the vehicle at all times.

WRSD BUS DISCIPLINE PROCEDURES AND CONSEQUENCES

The code below classifies unacceptable behavior into three levels. The examples are not exhaustive but illustrative. Additionally, all consequences are dependent upon the severity and frequency of the misbehavior. The administration reserves the right to consider extenuating circumstances in determining disciplinary action.

LEVEL 1

<u>Misbehaviors</u> Misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none"> • Talking too loudly • Failure to stay seated • Littering on the bus • Tampering with the possessions of other passengers 	<u>Consequences</u> The bus driver may address the misbehavior: <ul style="list-style-type: none"> • Verbal warning issued to student • Assigned seats
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LEVEL 2

<u>Misbehaviors</u> More severe misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none"> • Repeated occurrences of Level 1 behaviors • Annoying and/or bullying other passengers • Use of profanity • Damage to the bus 	<u>Consequences</u> The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. This action may include any or all of the following: <ul style="list-style-type: none"> • Conference with principal or designee • Contact with parents • Assigned seats • Loss of bus privileges for up to five days • Suspension from school for up to five days
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LEVEL 3

<u>Misbehaviors</u> Behavior that endangers the safety of the driver or students and which impairs the driver's ability to drive safely. Some examples include: <ul style="list-style-type: none"> • Repeated occurrences of Level 1 or 2 behaviors • Refusal to remain in seats • Throwing objects, spitting, or spit balls • Distracting the driver • Refusal to obey driver • Fighting, including pushing and/or wrestling • Lighting matches/lighters • Possession of knives or other dangerous objects • Possession or use of tobacco, alcohol, drugs, or controlled substances 	<u>Consequences</u> The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. At more severe levels, the superintendent or designee may be involved. This action may include the following: <ul style="list-style-type: none"> • Loss of bus privileges for six to ten days • Suspension for 6 or more days or exclusion from school • Repeated incidents of Level 2 behavior or egregious acts may result in a child being permanently suspended from bus privileges • Illegal activity will be referred to the Police Department
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Procedures for reporting passenger misconduct

1. The bus driver will report misconduct occurring on the school bus to the school administration. If a student shares information pertaining to student misconduct on the bus with a teacher or other staff member, the administration will be notified and speak with the bus driver.
2. A School Bus Conduct Report will be completed and submitted to the school administration and the bus company.
3. The principal or designee and the bus company will retain copies of the signed report.

WRSD SCHOOL COMMITTEE TRANSPORTATION POLICIES

Policy: P6621

POLICY RELATING TO PUPIL SERVICES

TRANSPORTATION SAFETY AND SECURITY PROCEDURES

The Wachusett Regional School District and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District requirements of student conduct on buses will rest with the principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on

school buses endangers the health, safety, and welfare of other riders or damages properties will be notified that their children face the loss of transportation privileges. Notification of this policy shall be contained in the Student Handbook.

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

P6562

POLICY RELATING TO PUPIL SERVICES

ALTERNATE STUDENT TRANSPORTATION

It shall be expected that bus students will go to and from school by the same means on a daily basis. A parent or high school student may choose an alternate mode of transportation over which the school system has no authority. Therefore, the choice to use an alternative form of transportation other than the school bus shall be at the risk of the parent and the student.

Procedures for requesting alternate transportation to and from school shall be contained in the student handbook. The high school student will be responsible to inform parent/guardian on taking a late bus or alternate means of transportation

K-8 students will be required to present written permission notice to the school from parent/guardian when using alternate means of transportation.

In case of emergencies, oral notification will be an acceptable alternative with the administration making a written record of the notification.

All high school students applying for a parking sticker and using a personal vehicle to transport other students will be required to carry personal liability insurance on the vehicle in the amount of \$100,000 - \$300,000.

NAQUAG ELEMENTARY SCHOOL

DISCIPLINE CODE

Wachusett Regional School District **CODE OF CONDUCT**

The student code of conduct, grievance procedures, sexual harassment policies, special education discipline policies, restraint policies and any other section of the student handbook will be translated into the primary language of a parent/guardian upon request.

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, English Language Learner (ELL) status, housing status, or other protected status.

The School District, in complying with the laws of the Federal Government and Massachusetts, notifies you of this action and informs you that the coordinator for compliance at the building level is the school principal.

At the District level, the ADA (disability pertaining to non-students), Title VI and Title IX (race, color, sex, religion, age, national origin, and sexual orientation) Coordinator is Jeff Carlson, Director of Human Resources, WRSD, 1745 Main St., Jefferson, MA 01522, 508-829-1670

At the District level, the ADA and Section 504 (disability pertaining to students) Coordinator is Cathy Knowles, Supervisor of Pupil Personnel Services, WRSD, 1745 Main St., Jefferson, MA 01522, 608-829-1670

Notice of Procedural Safeguards (formerly titled "Parent's Rights Brochure") can be accessed at <http://www.doe.mass.edu/sped/prb/>.

P6400

POLICY RELATING TO PUPIL SERVICES

BEHAVIOR AND DISCIPLINE

The Wachusett Regional School District shall help students learn behavior patterns which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have a right to reasonable treatment from the school and its employees and, in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the misbehavior. Consideration shall be given to the following:

1. age of the student;
2. mitigating circumstances;
3. previous behavior of the student; and
4. attitude of the student.

Student Handbook. The student handbook shall be reviewed annually with input sought from the school council. The student handbook shall be printed and distributed to all enrolled students and all staff members at the start of each school year. The student handbook shall include, but not be limited to, sections dealing with:

1. student rights and responsibilities;
2. student behavior and discipline; and
3. glossary of terms.

Each building principal shall be responsible for providing orientation to the handbook to all enrolled students and all staff members at the start of the school year. The provisions of the student handbook shall be applied to students in a standardized, nondiscriminatory and non-arbitrary manner.

Liability for Damages. The Wachusett Regional School District shall seek compensation for District property willfully damaged by a minor or student age 18 years or older. Civil action may be brought against the minor or his/her parents, or the individual if 18 years of age or older. All incidents shall be investigated, liabilities fixed, and all costs assessed in a non-discriminatory and non-arbitrary manner.

Schools shall be monitored to ensure that findings of liability are in accordance with District procedures in affording due process guarantees.

Corporal Punishment. Corporal punishment is prohibited. Staff shall develop alternative techniques for managing student discipline in accordance with District policy.

Searches. Wachusett Regional School District authorities may exercise their rights to conduct an inspection of student lockers and/or desks. A student shall not misuse lockers and desks assigned by school authorities. Lockers and desks remain, at all times, the property of the District.

A warrantless search (non-emergency) of a student's school locker or articles carried upon the student's person, may be conducted if there is a reasonable suspicion that the search is necessary to protect the health and/or safety of students and staff, or to detect a violation of school rules. Such a search may be conducted if school authorities suspect that a student possesses such items as, but not limited to, weapons, dangerous instruments, stolen goods, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, unregistered drugs, controlled substances, alcoholic beverages, or evidence of cheating or other academic misconduct.

Student Suspensions. The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment which is conducive to teaching and learning. To that end, schools shall maintain programs which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems which cannot be resolved through less severe means shall be suspended. As a last resort, the District shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

Students will have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time but in no instance exceeding three weeks after the suspension expires.

Expulsion. Expulsion shall be considered an action of last resort when the behavior of the student warrants such action at the discretion of the school principal. The expulsion shall be governed by Massachusetts General Laws Ch. 71, sections 37h and 37h1/2, and Ch. 76 section 17.

P6438

POLICY RELATING TO PUPIL SERVICES

ANTI-BULLYING POLICY

The Wachusett Regional School District fosters and maintains educational environments that are free from bullying, cyber-bullying, and retaliation. No student in the Wachusett Regional School District shall be permitted to bully another student through conduct or communication or to retaliate against any individual for reporting bullying or cooperating with an investigation of bullying. A student who engages in bullying, cyber-bullying, or retaliation will be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion, or other sanctions as determined by the school administration. Except where bullying has resulted in the student's permanent expulsion, students who engage in bullying may also be required to participate in instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

The Wachusett Regional School District has established separate discrimination and harassment policies that provide protection to specific categories and groups of students and staff. Nothing in this policy shall prevent the Wachusett Regional School District from responding to discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

A. Definitions

Bullying: *The repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy, bullying shall include cyber-bullying.*

Cyber-bullying: *Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.*

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

Target/Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/Perpetrator: A student who engaged, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

Local law enforcement agency: local police department(s)

Principal: The administrative leader of a Wachusett District school or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, witnesses a bullying incident, or has reliable information about bullying.

B. Policy Jurisdiction

For purposes of this policy, bullying is prohibited:

1. *on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and*
2. *at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the*

victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

C. Reporting Requirements

In furtherance of this policy and in accordance with M.G.L. c.71, §37O, a school staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, will immediately report to the school principal any instance of bullying, cyber-bullying, or retaliation that the staff member has witnessed or has become aware of.

D. Investigations

Upon receipt of such a report or complaint of bullying, cyber-bullying or retaliation, the principal will promptly commence an investigation. If the principal or a designee determines that bullying, cyber-bullying, and/or retaliation has occurred, the principal will:

- i. notify the local law enforcement agency if the principal reasonably believes that criminal charges may be pursued against an aggressor;
- ii. take appropriate disciplinary and corrective action;
- iii. notify the parents of the aggressor of the investigative findings;
- iv. notify the parents of the target of the investigative findings and, as consistent with state and federal law, notify the target's parents of the action taken to prevent any further acts of bullying or retaliation; and
- v. take appropriate action to protect the target and witnesses from further bullying or retaliation.

E. Bullying Prevention and Intervention Plan

The Superintendent will develop and implement a Bullying Prevention and Intervention Plan to address bullying prevention and intervention in District schools.

i. Development of the Plan

The plan shall be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, local law enforcement agencies, students, parents and guardians. The consultation shall include notice and a public comment period. The plan shall be updated biennially.

ii. Contents of the Plan

The District-wide Bullying Prevention and Intervention Plan shall include:

- a. descriptions of and statements prohibiting bullying, cyber-bullying, and retaliation;
- b. procedures for students, staff, parents, guardians, and others to report bullying or retaliation;
- c. a provision that reports of bullying or retaliation may be made anonymously but that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- d. a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;
- e. procedures for promptly responding to and investigating reports of bullying or retaliation;
- f. information regarding the range of disciplinary actions that may be taken against an aggressor;
- g. a provision for assessing and monitoring the target's need and the needs of witnesses for protective interventions;
- h. procedures for notifying the parents of a target and of an aggressor of the investigative

- findings and actions to be taken;
- i. provision for the notification of local law enforcement agencies if the principal reasonably believes that criminal charges may be pursued against the aggressor;
- j. provision for annual and ongoing professional development to build the skills of all staff to prevent, identify, and respond to bullying. The content of such professional development training shall be in accordance with the requirements of M.G.L. c.71,§37O; and
- k. provision for the implementation of an evidence-based anti-bullying curriculum in grades K-12 and for informing parents regarding the curriculum contents and strategies for reinforcing the curriculum at home.
- iii. **Implementation of the Plan**
The school principal shall be responsible for implementing and adhering to the District's Bullying Prevention and Intervention Plan within his/her school.
- iv. **Public Notice**
A summary of the Bullying Prevention and Intervention Plan shall be included in each school's student handbook and shall be posted on individual school and District websites. The Wachusett Regional School District shall also provide all school staff written notice of the Plan.

BULLYING PREVENTION AND INTERVENTION

The following information on bullying prevention and intervention may also be found in the WRSD Bullying Prevention and Intervention Plan which has been approved by the Massachusetts Department of Elementary and Secondary Education. Please visit our website for a complete version of the approved Plan or visit the school office to receive a copy:

Definitions

Aggressor/Perpetrator is a student who engages, either individually, or as part of a group, in bullying, cyber-bullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a 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/herself or of damage to his/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. Bullying includes cyber-bullying.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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

Target/Victim is a student against whom bullying, cyber-bullying, or retaliation is directed.

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

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. Contact your child's principal, or the District's Supervisor of Pupil Personnel Services, 508-829-1670 ext. 237, if you have questions or concerns.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Responses to Bullying.

1. Education and Skill Building

In determining the appropriate response to an incident of bullying, cyberbullying or retaliation, the

principal shall consider 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, but are not limited to:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- 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 prosocial 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.

2. Disciplinary Action

If the principal determines that disciplinary action is warranted, the disciplinary sanction will be determined on the basis of facts found by the principal, 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.

Students found to have engaged in bullying, cyberbullying, or retaliation may be subject to a range of disciplinary consequences including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the principal. Any such disciplinary sanctions shall be imposed in accordance with the due process requirements of applicable laws, regulations, and District policies.

3. Promoting Safety for the Target and Others

Upon determining that bullying or retaliation has occurred, the principal shall, in conjunction with relevant school personnel, consider what services, adjustments and/ or interventions, if any, are needed in the school environment to enhance the target's sense of safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

4. Referral to Outside Services

Where appropriate and consistent with applicable laws, regulations, and policies, students found to have engaged in or to have been the victim of bullying, may also be referred to outside agencies and/or services providers. It shall be the responsibility of the building principal, through consultation with staff, community service organizations, and District administration to identify resources and services available to such students, and their families, in their local communities.

5. Monitoring of Interventions

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.

Age-appropriate definitions for bullying to be used in handbooks:

K-5

Bullying is unfair and one-sided. Bullying happens when someone keeps hurting, frightening, threatening or leaving someone out of activities on purpose. Bullying can happen at school or away from school. Bullying can happen face to face, behind someone's back, on-line, in a text message, repeated phone calls or a combination of each type.

Examples of bullying are: hitting or kicking, name calling or threatening or leaving friends out of activities just to hurt their feelings.

6-8

Bullying is the intentional, repeated or consistent picking on or hurting of another person. The hurt can be

physical (hitting, tripping, kicking); verbal (name-calling, threatening, spreading rumors) or emotional (purposely excluding someone, manipulating friendships, spreading rumors). Bullying can happen face-to-face, behind someone's back, on-line, through text messaging, repeated phone calls or a combination of each type.

Examples of bullying include physical aggression, verbal aggression, malicious rumors/gossip; social exclusions and/or threats of harm or exclusion.

Bullying that happens outside of school can still be disciplined at school if a target feels unsafe at school or if school is disrupted due to the bullying behaviors.

9-12

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim;

(iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Examples of bullying include physical aggression, verbal aggression, malicious rumors/gossip; social exclusions and/or threats of harm or exclusion.

Bullying that happens outside of school can lead to disciplinary action at school if a target feels unsafe at school or if school is disrupted as a result of the bullying behaviors.

PERSONAL ATTIRE

Naquag School takes pride in the appearance of our students, and students are expected to dress and groom themselves neatly in attire suitable for each school day. Use sound judgment when choosing clothes for school. Any manner of dress that is disruptive to the educational process will not be tolerated. The following are not acceptable school attire during school and school activities:

- Hats, chains and flip-flops. Sandals should have a back strap. Sneakers are needed for recess and physical education classes to ensure safety in the school environment.
- Any apparel which makes reference to drugs, alcohol, tobacco, inappropriate behavior, profanity, violence or apparel with offensive words or pictures are not considered appropriate school attire.
- Items that are distracting, revealing that expose portions of one's anatomy traditionally covered by undergarments, or educationally disruptive, including mesh, see-through clothing, bare midriffs, short shorts and pajamas are also considered inappropriate school attire. Failure to adhere to these standards will result in removal from class until student is properly attired. Subsequent dress code violations will require further discipline.

RULES & REGULATIONS

A. Note to Students

There is an accountability that is associated with required education. Naquag School is responsible for the education of all its students. With this in mind, Naquag rules have been written for two primary reasons: to ensure the health and safety of all; and, to ensure that order is maintained so that learning may occur. Please keep this in mind as you read through the following pages, the necessity of having all students abide by these rules.

B. Note to Parents

Cooperation is the key to success in the effort to create a suitable and happy learning environment for the children of Rutland. Parents, as well as teachers and administrators, must share in the responsibility for developing and maintaining a healthy, productive and growth-orientation atmosphere. This atmosphere can only be accomplished by keeping the lines of communication open between school and home. We will work together for the well being of our students.

BICYCLE REGULATIONS

Students in Kindergarten and Grades 1 & 2 may NOT ride their bicycle to school.

CAFETERIA BEHAVIOR

1. Good manners are required in the Cafeteria. Do not throw food or any other item. Talk softly.
2. Each class will have assigned tables.
3. Return your own tray and utensils to the disposal area and distribute them in the proper manner.
4. Classes will be notified when it is time to leave the lunch area.
5. A nut-free table has been established for the use of students who cannot tolerate nuts of any kind or have other food allergies.

CLASSROOM BEHAVIOR

Each teacher will inform students of his/her expectations for classroom behavior.

1. Listen courteously when others are talking and expect the same from them.
2. Do homework and class work consistently. It is much easier to keep up than catch up.
3. Do not throw anything in class.
4. Make sure all school paperwork is signed appropriately by parents or guardians and returned in a timely manner.
5. Hang coats and hats, store lunch boxes and school bags, in the areas designated by the teacher.

GENERAL BEHAVIOR

1. Act with respect at all times.
2. Physical/personal contact will not be tolerated.
3. Do not run in the building at any time for any reason, except during physical education activities (in teacher supervised situations). Use caution when walking through doors.
4. Do not chew gum or candy within the school building.
5. Leave valuable items not directly related to school activity at home, i.e. radios, electronic games, skateboards, etc. Such items will be confiscated and returned only to parents.

PLAYGROUND BEHAVIOR

1. Pupils in the Naquag School are to confine their playground activities to the areas at the rear of the school buildings.
2. Do not leave the playground without permission. Stay out of the wooded areas surrounding the playgrounds.
3. Students should not be inside the school building during recess unless they are supervised by a teacher or playground monitor, except in an emergency situation.
4. Use playground equipment properly! Remember, Safety First!
5. Do not bring hardballs, baseballs or bats, Frisbees, skateboards, or sock balls to school.
6. Do not play games that are dangerous to yourself or to your friends. A good practice is to keep your hands off each other.
7. Do not throw stones, snowballs or any hard object that can cause injury.
8. Be Trash Smart! Throw all your own paper, plastic and waste products in the receptacles located on the playground. Return all useful items, (i.e. books, notebooks, clothing, personal effects, etc.) to the rightful owner or bring them to the school's lost and found.
9. Form lines in an orderly manner when the end of recess is announced.

UNACCEPTABLE BEHAVIOR

The following list of behaviors has been put together by teachers and administrators of the Naquag School. The list is presented here to let you know what we believe cannot be tolerated for ANY reason in the beneficial learning environment we are trying to create. We want you to understand that the administration must deal with these problems swiftly, according to strict standards, because they have such a strongly negative effect on the school as a whole.

- Use of drugs and/or alcohol
- Smoking
- Destruction of School Property
- Fighting
- Theft
- Truancy (absence from school for a whole day or part thereof without permission or excuse)
- Habitual Violation of School Rules
- Harassment
- Intolerant Behavior, as described in the WRSD Policy 6436

If one of these problems comes up and involves your child, be assured our aim is to resolve the problem and build a better relationship between you, your child and the school, not start a three sided confrontation. The school-home conference is the only impartial forum we have for learning the student's version of the problem, and developing an appropriate course of disciplinary action.

Discipline Extension

The school has the authority to discipline students for inappropriate behavior off school grounds at school-related functions or any type of activity reasonably related to school activities.

STUDENT MANAGEMENT POLICIES

Naquag Elementary School is a superb school with a long tradition of excellence. We are proud of our curriculum instruction and educational support. Our school environment can only remain strong, however, if we maintain order and proper decorum in our building. All members of the Naquag community are expected to treat themselves and others with respect. Naquag Elementary School has clear behavioral expectations for our students; there are consequences for those who choose to disobey our rules.

DISCIPLINARY DUE PROCESS

1. **SHORT TERM DISCIPLINARY SANCTIONS:** A student will be given oral notice of the offense with which he/she is charged and an opportunity to respond prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for ten (10) consecutive school days or less. In the event that the Principal determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.
2. **LONG TERM DISCIPLINARY SANCTIONS:** Prior to the imposition of any disciplinary sanction that might result in a student's suspension for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, the decision maker (Principal/School Committee) will issue a written decision. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. Where the student is excluded in accordance with M.G.L. c. 71 §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c.76 §17, the student shall have the right to file a written request for reconsideration by the Committee within ten (10) days of the effective date of the

exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76 §17, M.G.L. c. 71 §37H, M.G.L. c. 71 §37H1/2

3. **STUDENTS WITH DISABILITIES:** Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline, please contact the Principal or the Director of Special Education.

IN-SCHOOL SUSPENSION

Some students periodically get into difficulties which may be, in isolation, not serious. When they become habitual, and initial solutions are not successful, students are suspended from classes and other student activities.

OUT OF SCHOOL SUSPENSION

Suspension from all school activities is an extreme penalty of students and will be issued only in the most severe behavior situations. Suspension means a student's right to attend school or school events is temporarily revoked for a one to ten day period. During this period a student may not participate in any school-sponsored activities. A student is responsible to get all work missed from friends and have assignments handed in upon return to school. The Principal will re-admit a student after a parent conference and assurances that the negative behavior will not be continued.

SEARCH AND SEIZURE POLICY

"The Courts have held that schools have a broad grant of discretionary authority and that the basis require that the decision be neither arbitrary nor capricious. School authorities have wide discretion in school discipline matters."

Parkins v. Boule, Worcester Superior Court, August 3, 1994

RULES OF CONDUCT REGARDING SEARCHES

1. Fourth Amendment guidelines cannot be waived unless students/staff are advised in writing that their property may be subject to inspection by School Administration.
2. Administrators must have good reason to believe a search of an individual's person or personal effects is justified, prudent and directly related to the well being of other students and the school.
3. The possession of a weapon must be handled in accordance with the Gun Free Schools Act of 1993.
4. When illegal contraband is found in the course of a search, such material must be turned over to the local police authority.
5. Searches are limited to the property of students, with the exception of reasonable suspicion of possession of a dangerous weapon. In this case only, the search must be limited to the outer garments.

EXCLUSION/EXPULSION - Exclusion/expulsion will be used as a disciplinary measure in extreme and chronic behavioral situations. This may include situations such as possession/use of weapons; assault; possession, sale or use of an illegal substance; or other serious offenses.

SPECIAL EDUCATION DISCIPLINE

All students are expected to meet the standards of behavior as set by the Wachusett community. Chapter 71B of the Massachusetts General Laws and I.D.E.A. 1997 require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (I.E.P). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate if they can meet student management policies or if modifications are needed.
2. The principal (or designees) will notify the Special Education Office of any special needs students who have been suspended. The Director of Special Education will keep these suspensions on record.
3. When it becomes known that a special needs student will be suspended for more than ten days in a school year:
 - (a) services will be provided in order to ensure that the student receives FAPE, and
 - (b) a functional behavioral assessment will be conducted and a behavioral intervention plan will be implemented; and
 - (c) the team will conduct a manifestation determination in order to decide whether the infraction is related to the student's disability, and if the team finds that the behavior is a manifestation of the disability, the District may not suspend the student.

WRSD Student Handbook Addendum



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WRSD Nondiscrimination Statement

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, ELL status, housing status, or other protected status in the operation of the educational programs, activities, or employment policies, and no person will be excluded from or discriminated against in admission to its public schools, or in obtaining advantage and privileges in regards to courses of study and extracurricular programs of such public schools on account of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, ELL status, housing status or other protected category.

School Committee Policies

POLICY RELATING TO SCHOOL COMMITTEE OPERATION

Policy 1523 DISTRIBUTION OF SCHOOL COMMITTEE PUBLICATIONS

The Wachusett Regional School District shall, in accordance with the Massachusetts General Laws and Department of Education regulations, provide all publications as approved by the School Committee and required by the State Department of Education.

The School Committee Policy Book shall be made available for review to any person, upon request to the Superintendent's Office. Copies of said publications shall be placed in each of the five (5) Town Libraries and all school libraries. A nominal fee, not to exceed the cost of production, shall be charged to any person requesting a copy of one of the publications.

This policy shall be included in all Student Handbooks.

POLICY RELATING TO EDUCATION

Policy 3611.4 ENRICHMENT

The Wachusett Regional School Committee is committed to providing a high quality education for all students with the goal of maximizing the performance and achievement of every individual. Staff is encouraged and expected to use innovative teaching implementing the District curriculum in creative and flexible ways.

It is recognized that students possess a broad range of intellectual skills and creative talents that can be challenged by diverse and stimulating activities.

Wachusett Regional School District shall:

- provide opportunities for enriching activities appropriately accessible to all students;
- encourage and support staff attendance at professional development programs designed to promote the implementation of gifted and talented instructional strategies;
- promote the use of alternative strategies which may include, but are not limited to, cluster grouping, curriculum compacting, interest-based projects, independent studies, and teacher-pupil contracting, supported by appropriate classroom resources; and
- inform parents of the enriching activities available in the area of gifted education and promote parent/community involvement and participation.

This policy shall be referenced in each school's student handbook. In addition, school councils shall annually review the needs of gifted and talented students.

POLICY RELATING TO EDUCATION

Policy 3625 TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

Prevention requires education, and healthy decision-making. The objectives of this program are:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, emotional, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the Wachusett Regional School District Committee.

This policy shall be posted on the District's website and notice shall be provided to all students and parents/guardians in accordance with state law. Additionally, the District shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

POLICY RELATING TO PERSONNEL MANAGEMENT

Policy 5252 PHYSICAL RESTRAINT

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members in the Wachusett Regional School District. While ensuring safety in District schools, staff must recognize that students are protected by law from the unreasonable use of physical restraint. Physical restraint is an emergency measure of last resort and should be utilized only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. Restraint, including mechanical restraint, medication restraint, physical escort, physical restraint, prone restraint, seclusion and time-out are defined under 603 CMR 46.00. The Department of Elementary and Secondary Education (DESE) defined inclusionary and exclusionary time-out in its Technical Assistance Advisory, SPED 2016-1, on 31 July 2015.

Chemical restraint, mechanical restraint, and seclusion are prohibited in all public school education programs. The District will follow the requirements for restraint outlined in 603 CMR 46.00, including requirements for safety, duration, follow-up, prone/floor restraints, reporting, administrative review and training. The District will adhere to the guidelines for time-out as outlined the DESE Technical Assistance Advisory, SPED 2016-1.

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

The District will develop and implement specific written procedures that include: appropriate responses to student behavior that may require immediate intervention, including methods to prevent student violence, self-injurious behavior, and suicide; alternatives to physical restraint; description of physical restraints used in emergency situations; restraint complaint procedure; restraint training and reporting requirements; restraint follow-up procedures; periodic review of restraint data procedures; procedures on the use of time-out as a behavioral support strategy; and methods to engage parents in discussion about restraint prevention and the use of restraint solely as an emergency measure.

The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

POLICIES RELATING TO PUPIL SERVICES

Policy 6312 REGULAR ATTENDANCE

Regular and punctual attendance is essential to the achievement of students in the Wachusett Regional School District. In accordance with Massachusetts State Law (MGL), parent/guardian has the responsibility to ensure that their children attend school regularly.

If the school does not receive a message from the parent/guardian by the designated time established by the school, then the school shall call to inquire about the student's absence. Parents will be contacted within three (3) days of the student's absence if the parent/guardian has not contacted the school regarding the absence.

The parent/guardian will also be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year. A meeting will be scheduled with the building principal (or his/her designee), the parent/guardian and the student to develop an action plan to improve the student's attendance.

Legal Refs: Chapter 222 of the Acts of 2012, Chapter 76, Section 1B

Policy 6400 BEHAVIOR AND DISCIPLINE

The Wachusett Regional School District shall help students learn behavior patterns which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have a right to reasonable treatment from the school and its employees and, in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the misbehavior. Consideration shall be given to the following:

1. age of the student;
2. mitigating circumstances;
3. previous behavior of the student; and
4. attitude of the student.

Student Handbook. The student handbook shall be reviewed annually with input sought from the school council. The student handbook shall be printed and distributed to all enrolled students and all staff members at the start of each school year. The student handbook shall include, but not be limited to, sections dealing with:

1. student rights and responsibilities;
2. student behavior and discipline; and
3. glossary of terms.

Each building principal shall be responsible for providing orientation to the handbook to all enrolled students and all staff members at the start of the school year. The provisions of the student handbook shall be applied to students in a standardized, nondiscriminatory and non-arbitrary manner.

Liability for Damages. The Wachusett Regional School District shall seek compensation for District property willfully damaged by a minor or student age 18 years or older. Civil action may be brought against the minor or his/her parents, or the individual if 18 years of age or older. All incidents shall be investigated, liabilities fixed, and all costs assessed in a nondiscriminatory and non-arbitrary manner. Schools shall be monitored to ensure that findings of liability are in accordance with District procedures in affording due process guarantees.

Corporal Punishment. Corporal punishment is prohibited. Staff shall develop alternative techniques for managing student discipline in accordance with District policy.

Searches. Wachusett Regional School District authorities may exercise their rights to conduct an inspection of student lockers and/or desks. A student shall not misuse lockers and desks assigned by school authorities. Lockers and desks remain, at all times, the property of the District.

A warrant-less search (non-emergency) of a student's school locker or articles carried upon the student's person, may be conducted if there is a reasonable suspicion that the search is necessary to protect the health and/or safety of students and staff, or to detect a violation of school rules. Such a search may be conducted if school authorities suspect that a student possesses such items as, but not limited to, weapons, dangerous instruments, stolen goods, narcotics, hallucinogenics, amphetamines, barbiturates, marijuana, unregistered drugs, controlled substances, alcoholic beverages, or evidence of cheating or other academic misconduct.

Student Suspensions. The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment which is conducive to teaching and learning. To that end, schools shall maintain programs which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems which cannot be resolved through less severe means shall be suspended. As a last resort, the District shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

Students will have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time but in no instance exceeding three weeks after the suspension expires.

Expulsion. Expulsion shall be considered an action of last resort when the behavior of the student warrants such action at the discretion of the school principal. The expulsion shall be governed by Massachusetts General Laws Ch. 71, sections 37h and 37h1/2, and Ch. 76 section 17

Policy 6431.1 TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within school buildings, school facilities, on school grounds or school buses, or at school-sponsored events by any individual, including, but not limited to, school personnel and students, is prohibited at all times.

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

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

Policy 6433.1 ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away: any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance except for prescribed medical purposes within any school or on school grounds at any time. The Wachusett Regional School District Committee (WRSDC) also prohibits the use or consumption by students of the aforementioned on school grounds or school buses, or at any school-sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 10.
- Parents/guardians shall be notified of the screening prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the District's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the District shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Policy 6434 SEXUAL HARASSMENT

It is the policy of the Wachusett Regional School Committee to provide an educational environment free of sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined by this policy and law. Sexual harassment violates the policies of the District and also violates federal and state law, specifically Title IX and Massachusetts General Laws, C. 151C.

It will be a violation of this policy for any student to be sexually harassed by or to sexually harass another student, any employee or volunteer or other person connected with the District through conduct or communication of a sexual nature as defined by this policy. Retaliation against a student for filing a complaint, under this policy or for assisting in an investigation of sexual harassment is in violation of this policy.

DEFINITION:

The legal definition of sexual harassment is:

Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's success as a student;
2. Submission to or rejection of such conduct by an individual is used as the basis of educational decisions affecting such individual(s); or
3. Such conduct has the purpose or effect of substantially interfering with an individual's educational performance, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include the following types of activities, but is not limited to these examples:

- Touching (arm, breast, buttocks, shoulders, etc.)
- Verbal comments (about parts of the body, what type of sex the victim would "be good at," clothing, looks, etc.)
- Name calling (from "honey" to "bitch" and worse)
- Starting and repeating sexual rumors
- Leers and stares
- Sexual or "dirty" jokes
- Cartoons, pictures, and pornography
- Using the computer to leave sexual messages or graffiti, or to play sexually offensive computer games
- Gestures
- Pressure for sexual activity
- Cornering, blocking, standing too close, following
- Conversations that are too personal
- "Rating" an individual – for example, on a scale from 1 to 10
- Obscene t-shirts, hats, or pins
- Showing inappropriate videos and other materials during class

- Sexual assault and attempted sexual assault
- Massaging the neck, massaging the shoulders
- Touching oneself sexually in front of others
- Graffiti
- Making kissing sounds or smacking sounds, licking the lips suggestively
- Howling, catcalls, whistles
- Repeatedly asking someone out when he/she is not interested
- Pulling down someone's pants or forcibly removing other articles of clothing
- Facial expressions (winking, kissing, etc.)
- "Slam books" (lists of students' names with derogatory sexual comments written about them by other students)

Complaint Procedure:

If you feel that someone has sexually harassed or is sexually harassing you, you should file a complaint by following the steps outlined below:

1. Speak or send a note to any employee of the school district whom you trust, (i.e., nurse, psychologist/counselor, teacher, principal, assistant principal, superintendent, etc.). You can also speak to your parents who can then notify the superintendent, principal or assistant principal. Remember that the complaint procedure does not start until school/District personnel receive the complaint.
2. Within two school days of receipt of the verbal complaint, the employee will notify the principal/superintendent, and your parent/guardian will be notified of the pending complaint.
3. If you have not or do not want to put the complaint in writing, the employee will do so. This should be done no later than two (2) school days after you have talked, or given the note, to the employee. The complaint has to be put in writing to make sure that the employee fully and correctly understands the issue(s). A copy of the complaint, in writing, will be reviewed with you and your parent/guardian to ensure accuracy, before it is shared with the subject of the complaint.
4. The employee will refer the written complaint to the principal/superintendent. The principal/superintendent or his/her designee may speak with you to get more information. In any case, the principal/superintendent or his/her designee will speak to the person who is alleged to have sexually harassed you (called the "respondent") to obtain information as well.
 - a. If the principal/superintendent feels that the complaint can be resolved without a formal investigation, he/she may use the informal procedure.¹ The informal procedure simply attempts to resolve the situation and can be done in many ways. Examples are:
 - The principal/superintendent or his/her designee may have a conversation between you and the respondent where you can tell the respondent that the behavior bothers you and must stop.
 - The principal/superintendent or his/her designee may have you write a letter to the respondent saying that the behavior bothers you and must stop.
 - The principal/superintendent or his/her designee may have separate conversations with you and the respondent

¹ Even if the principal/superintendent thinks that the informal procedure is acceptable, you or the respondent may ask that the formal procedure be used, rather than, or after, the informal procedure.

Examples of possible resolutions are as follows:

- Verbal statements of apology;
- Letters of apology;
- Assurances that the offensive behavior will end;
- Disciplinary action.

The informal procedure will be completed within five (5) school days from the date the principal/superintendent receives the complaint. The principal/superintendent or his/her designee will notify you, your parent/guardian, and the respondent of the results of the informal procedure. Resolution of the situation may or may not occur as a result of the informal procedure. If all the parties involved in this informal procedure feel that a resolution has been achieved, this discussion will remain confidential and no further action will be taken. If any of the parties feel that resolution has not been achieved, the following formal procedure will be used.

Investigative deadlines may be extended under extenuating circumstances such as illness.

Formal Procedure:

1. The formal procedure is used when any one of the following occurs:
 - a. You, your parent/guardian, or the respondent ask that the formal procedure be used;
 - b. The principal/superintendent or his/her designee decides that the formal procedure should be used; or
 - c. You, your parent/guardian, or the respondent feels that the informal procedure was not helpful or adequate and one of the parties request, within five (5) school days, that the formal procedure be used.
2. The formal procedure will be completed within twenty (20) school days of the complaint being filed with the principal/superintendent, or if the informal procedure was used, within twenty (20) school days of the request to start the formal procedure.
3. The principal/superintendent or his/her designee shall investigate the complaint and complete a written report, which will include:
 - All facts and circumstances of the incident;
 - A summary of the investigation, which will include interviews with anyone reasonably believed to have relevant information, namely, the individual filing the complaint, the respondent, and, if either party is under the age of 18, their parents (if appropriate), witnesses, and anyone else who may have experienced similar conduct;
 - A description of any actions already taken and/or proposed by the principal/superintendent or his/her designee.

Copies of the written report, including the principal/superintendent's findings, and the rationale and documentation of it will be forwarded to each of the parties involved within five (5) school days of completion of the investigation. All documentation of sexual harassment will be kept on file at the office of the superintendent.

If the principal/superintendent or his/her designee finds that sexually harassing conduct has occurred, then he/she may discipline the respondent, require the respondent to apologize to the complainant,

suggest that the respondent go to counseling, or require the respondent to attend training, refer the matter for review by state or local law enforcement authorities, or any combination of the above.

Either party may appeal the decision of the principal in writing to the superintendent, within fifteen (15) school days of receipt of the findings of the formal procedure. The decision will be reviewed to ensure adequacy of the investigation and conclusions. Parties will be given an opportunity to submit additional information. The superintendent or his/her designee will make a decision and provide it in writing to both parties within thirty (30) days. The decision of the superintendent shall be final.

Other Resources:

Individuals also have the right to seek a remedy from the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Boston, MA 02108, (617) 727-3990, and/or the Regional Office of Civil Rights for the United States Department of Education, 222 John W. McCormack Building, Boston, MA 02109, (617) 223-9662.

Retaliation:

No one may retaliate against you for filing a complaint. Further, no one may retaliate against any student, employee, or any other person because they provided information or helped in the investigation. If any person feels that he/she has been subjected to retaliation, he/she should file a complaint with the principal/superintendent.

Considerations To Remember:

- A. A man/boy, as well as a woman/girl, may be the victim of sexual harassment, and a woman/girl, as well as a man/boy, may be the harasser.
- B. The victim may be the same or opposite sex as the harasser.
- C. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts at humor or the sexual harassment of one girl (or boy) may create an intimidating, hostile, or offensive environment for another girl (or boy) or may unreasonably interfere with an individual's educational performance.

Reference to this policy shall be included in all student handbooks.

Policy 6435 WEAPONS

The Wachusett Regional School District shall prohibit possession and/or use of any kind of weapon; weapons will not be tolerated on school premises or at school-related or school-sponsored activities and events.

For the purpose of this policy, "weapon" includes, but is not limited to, firearms, knives, or any other devices, or objects used to inflict or to threaten bodily harm.

1. Any weapon found in a locker or other storage space which is assigned to a student and which has a lock or other security device may be considered to be the property of the student assigned

to the locker or other storage space for the purpose of disciplinary action under the Student Discipline Code. Any student found to be in possession of a weapon on school premises or at a school-sponsored event may be subject to expulsion from school by the principal.

2. Violations of this policy may lead to expulsion under the provisions of Massachusetts General Law Chapter 71 Section 37H. Procedures for enforcement shall be contained in the Student Discipline Code.
3. In addition to the school discipline indicated in the Student Discipline Code, provided in paragraph B., appropriate criminal action shall be undertaken in accordance with the provisions of Massachusetts General Law Chapter 269, Section 10.
4. The weapons policy and regulations shall be implemented in accordance with the due process provisions of the Massachusetts General Laws and the Code of Massachusetts Regulations of the Department of Education, and the Student Discipline code.

Policy 6437 PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, DISCRIMINATION AND HATE CRIMES

The Wachusett Regional School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, discrimination and hate crimes. The District will not tolerate unlawful or disruptive behaviors at school or school-related activities including curricula, instructional programs, staff development, extracurricular activities and parent involvement. The District will promptly investigate all reports and complaints of harassment, discrimination and hate crimes and will take prompt, effective action to end such behaviors including, when appropriate, referral to law enforcement agencies.

The Wachusett Regional School District prohibits all forms of harassment, discrimination and hate crimes related or unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The District will not tolerate retaliation against those taking action consistent with this policy. Threats or acts of retaliation, regardless of how they are expressed, are serious offenses that will subject the violator to significant disciplinary or other corrective actions.

Harassment:

Harassment is oral, written, graphic, electronic, or physical conduct on school property or at school-related activities relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this policy, harassment shall also mean conduct that, if it persists, will likely create such a hostile, humiliating, intimidating, or offensive educational environment. A single incident may, depending upon its severity, create a hostile environment.

Student and Staff Responsibilities

All students and staff members, as members of the WRSD community, are responsible for complying with this policy and ensuring that he/she does not harass, discriminate or perpetuate a hate crime against another person on school grounds or at a school-related activity. Further, each student and staff member is responsible to make sure that he/she does not retaliate against any person who reports or files a

complaint, or who helps someone report or file a complaint, or for cooperating in the investigation of a report of complaint.

Reporting Harassment, Discrimination or Hate Crimes

Students can report any case of harassment, discrimination or hate crimes to any adult in the school who is then responsible to inform the building principal or designee. The school principal or designee is responsible for receiving reports and complaints of violations at the school level. At the District level, the District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this policy.

Any member of the school community who is informed of or believes that harassment, discrimination, retaliation or a hate crime has occurred or may have occurred at school or in a school-related activity must promptly report the incidents to the building principal or designee, or the Title VI Coordinator, Title IX Coordinator, Equity Coordinator or Superintendent. In situations where a student or other person is uncomfortable reporting the incident to a designated official, he/she may report it to a trusted school employee who must promptly inform a designated official.

Upon receipt of a written or oral report or complaint, the principal (or designee) and the Equity Coordinator will promptly notify each other of the facts alleged and any initial action taken. If and when a report or complaint involves physical injury, the principal or designee will promptly report the incident to the Superintendent. All complaints or reports must be documented on the District's "Reporting/Complaint Form". If the complainant or reporter is unwilling or unable to complete the form, the designated official who receives the oral complaint or report will promptly prepare the written report using the reporter's or complainant's own words. The designated official will also summarize any initial action taken. If the complaint occurs at the school level, the designated official will promptly provide the principal with the completed Reporting/Complaint Form with a copy to the District Equity Coordinator.

A report or complaint involving a principal should be filed with the District Equity Coordinator or Superintendent. A report or complaint involving the Equity Coordinator should be filed with the Superintendent. A report or complaint involving the Superintendent should be filed with the School Committee.

Reporting Other Incidences

Under General Laws Chapter 119, Section 51A for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under MGL119, Sec. 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 is suffering physical, sexual, or emotional abuse or neglect by a parent, guardian, school staff member or other caretaker must immediately report the abuse or neglect either directly to the Department of Children and Families (DCF) or to the person designated by the school to accept those reports, who then promptly reports to DCF.

The principal and/or Superintendent will report to local police certain forms of sexual harassment and conduct that may constitute a crime.

The principal and/or Superintendent may report physical injury, destruction of public property, potential hate crimes and other acts of a serious criminal nature to local police for investigation.

Protection Against Retaliation

The District will take appropriate steps to protect from retaliation persons who take action consistent with this policy, or who report, file a complaint of, or cooperate in an investigation of a violation of this policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

Ensuring Safety During Investigation

The designated official, in consultation with the District Equity Coordinator, will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

Determination of Proceedings

Upon receipt of a complaint or report, the District must determine whether to undertake formal or informal proceedings to resolve the complaint or report. Upon receipt of a complaint or report, a designated official will attempt to identify and obtain cooperation from the victim(s). Where the designated official does not obtain the identity or cooperation of the alleged victim(s), the District will proceed with an investigation and then proceed to formal or informal proceedings to the extent possible.

Informal proceedings will commence when criteria for Formal Proceedings are not met. In these cases, a designated official, in consultation with the Equity Coordinator, may apply either the Student Code of Conduct or initiate an Informal Proceeding, which strives to resolve the report or complaint through non-disciplinary corrective action, although the designated official may also determine that disciplinary action is appropriate and necessary.

Formal proceedings will commence when the designated official, in consultation with the District Equity Coordinator determines that:

- the allegation is serious enough that it appears to place the complainant or any other person at physical risk;
- the incident has resulted in a criminal charge;
- the incident involves a referral to the Department of Children and Families (DCF);
- the allegation involves a serious form of harassment, discrimination or retaliation;
- there is a pending Formal Proceeding against the subject of the complaint;
- the subject of the complaint has previously been found to have violated this policy after Formal Proceedings, or
- that a formal proceeding is otherwise appropriate under the circumstances,

the designated official must then commence a Formal Proceeding.

Formal Proceedings-Investigation

The designated official will separately meet in a timely manner with the complainant and the subject of the complaint, and, if a student, with their parent(s) or guardian(s), to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks. The

designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

Following a prompt and thorough investigation, the designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the policy, or, if the subject of the complaint is a student, the Student Code of Conduct has been violated. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision or recommendation for disciplinary and corrective action.

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the policy. If the complainant is dissatisfied with the investigation or outcome thereof, the designated official shall inform the complainant of his/her right to file a complaint with the Massachusetts Department of Elementary and Secondary Education and/or the United States Department of Education's Office for Civil Rights.

If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

Violations

Where a violation of the policy has been reported by a third party, and an alleged victim fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded or limited, depending upon circumstances and availability of information from other sources.

False Reports

Any person making false charges of harassment, discrimination or the occurrence of a hate crime is subject to disciplinary action.

Discipline

If a student has been found in violation of this policy, the District will impose disciplinary measures and/or corrective action to end and prevent further occurrences of the complained of action(s). The District will take into account harm suffered by the victim(s) as well as any damage to school or District

property. The nature of any action taken must comply with District and school disciplinary policies. Any disciplinary or corrective action shall conform to the due process requirements of federal and state law.

Action concerning students may include a written warning; classroom or school transfer; suspension (short or long-term); exclusion from school-sponsored functions, after-school programs and/or extra-curricular activities; limited or denied access to parts or areas of the building; exclusion, expulsion or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training; empathy development awareness programs; counseling or any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code. The District complies with federal and state laws and regulations pertaining to the discipline of students with disabilities.

Oversight

The District has designated the Supervisor of Pupil Personnel Services as the District Equity Coordinator. The Equity Coordinator will, under the supervision of the Superintendent of Schools, ensure the successful administration of and compliance with this policy. Information including the name of the Equity Coordinator, his/her mailing address, telephone number and email address will be posted prominently in the District office as well as all school buildings within the District.

***Information from Attorney General Thomas Reilly's Safe Schools Initiative Sample Policy for Promoting Civil Rights and Prohibiting Harassment, Bullying, Discrimination and Hate Crimes, June 24, 2005, was used in drafting this document.*

The District has a policy (P6438 Anti-Bullying Policy) that meets the legal requirements of M.G.L. c. 71, § 37O *Act Relative to Bullying in Schools*

Policy 6438 – ANTI-BULLYING POLICY

The Wachusett Regional School District fosters and strives to maintain educational environments that are free from bullying, cyber-bullying, and retaliation. No student or school staff member, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals in the Wachusett Regional School District shall be permitted to bully a student through conduct or communication or to retaliate against any individual for reporting bullying or cooperating with an investigation of bullying. A student or school staff member, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, to an extracurricular activity and paraprofessionals, who engages in bullying, cyber-bullying, or retaliation will be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion, or other sanctions as determined by administration. In addition to being subject to school or employment related disciplinary sanctions, individuals who engage in bullying and/or retaliation shall be required to participate in instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying and/or retaliatory behavior(s).

The Wachusett Regional School District has established separate discrimination and harassment policies that provide protections to specific categories and groups of students and staff. Nothing in this policy shall prevent the Wachusett Regional School District from responding to discrimination or harassment based on a person's membership in a legally protected category under local, state and/or federal law.

A. Definitions

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

Cyber-bullying: *Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.*

Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

Aggressor/Perpetrator: A student or school staff member including but not limited to who engaged, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

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

Local law enforcement agency: Local police department(s).

Principal: The administrative leader of a school in the Wachusett Regional School District or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, witnesses a bullying incident, or has reliable information about bullying.

Target/Victim: A student against whom bullying or retaliation has been perpetrated.

B. Policy Jurisdiction

For purposes of this policy, bullying is prohibited:

- 1) *on school grounds, on property immediately adjacent to school grounds, at a school sponsored or school-related activity, at a 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 the school district or a school; and*
- 2) *at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.*

C. Reporting Requirements

In furtherance of this policy and in accordance with M.G.L. c.71, §37O, a school staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, will immediately report to the school principal or their designee any instance of bullying, cyber-bullying, or retaliation that the staff member has witnessed or has become aware of.

D. Investigation / Procedures

1. Investigative Procedures for Potential Bullying or Retaliation:

Each school is required to investigate in a timely manner and determine whether or not bullying and /or retaliation has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing consequences for aggressors.

Steps to be taken will include:

- a. Determine the nature, chronicity, and severity of the presenting situation.
- b. Identify aggressor(s), target(s), and bystanders
- c. Provide a safety and comfort plan for the target(s)
- d. Identify whether or not the bullying has occurred on or off campus
- e. Immediately 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
- f. Have timely conversations with all individuals involved
- g. Establish a timetable for following up with parents, especially parents of target(s)
- h. Inform parents, guardians and all relevant adults of initial investigation following confidentiality requirements
- i. Collect and document data

E. Consequences from Findings:

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the district use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our district's anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent 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. 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 the plan and with the school's or district's code of conduct.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, which should be read in cooperation with the state laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student shall be subject to disciplinary action. Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student's age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior

- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, may include, but are not limited to:

- a. Report to law enforcement
- b. Expulsion
- c. Referral to outside agency
- d. Reassignment of classes
- e. Reassignment of seats in lunch, bus, class, etc.
- f. Out-of-school suspension
- g. In-school suspension
- h. Detention
- i. Loss of privileges (including before and after school activities)
- j. Temporary removal from the classroom
- k. Verbal reprimand

In addition, instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying and/or retaliatory behaviors will be given, which may include, but are not limited to:

- a. Reparation to the target
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

F. Notification Obligations:

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

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 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 of 603 CMR 49.00, including 49.05 paragraph 4:

“A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00,

and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.”

The principal or designees will notify the parents/guardians of the acts the district has taken to prevent further acts of bullying and retaliation through consequences and instructional activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling both individually and in group settings, that are specifically designed to address issues of bullying and retaliation.

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 student aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.

G. Bullying Prevention and Intervention Plan

The superintendent will be responsible for the development, implementation, and evaluation of a Bullying Prevention and Intervention Plan to address bullying prevention and intervention in district schools.

(i) Development of the Plan

The plan shall be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include notice and a public comment period.

The plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have any one (1) of the above characteristics.

The plan shall be reviewed and updated biennially.

School-wide Bullying Prevention and Intervention Program

All Wachusett Regional schools will include a District-wide bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a district-wide bullying prevention and intervention program.

(ii) Contents of the Plan

The District-wide Bullying Prevention and Intervention Plan shall include:

- (a) descriptions of and statements prohibiting bullying, cyber-bullying, and retaliation;
- (b) procedures for students, staff, parents, guardians, and others to report bullying or retaliation;
- (c) a provision that reports of bullying or retaliation may be made anonymously but that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- (d) a provision that any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;
- (e) procedures for promptly responding to and investigating reports of bullying or retaliation;
- (f) procedures for collecting, maintaining and reporting bullying incident data;
- (g) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.
- (h) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection
- (i) strategy for providing counseling or referral to appropriate services for aggressors, targets and appropriate family members;
- (j) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation
- (k) provision for the notification of local law enforcement agencies if the principal reasonably believes that criminal charges may be pursued against the aggressor;
- (l) provision for annual and ongoing professional development to build the skills of all staff to prevent, identify, and respond to bullying. The content of such professional development training shall be in accordance with the requirements of M.G.L. c.71, §37O;
- (m) provision for the implementation of a research-based anti-bullying curriculum in grades PK-12 and for informing parents regarding the curriculum contents, the dynamics of bullying, and online safety and cyber-bullying and strategies for reinforcing the curriculum at home; and
- (n) the specific steps that the District shall take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment.

(iii) Implementation of the Plan

The school principal shall be responsible for implementing and oversight of the District's Bullying Prevention and Intervention Plan within his/her school.

(iv) Public Notice

The Wachusett Regional School District shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook. The plan shall be posted on the website of each school in the District.

Legal Refs: M.G.L. c.71, §37O; 603 CMR 49.00

Policy 6515 STUDENT PUBLICATIONS

The Wachusett Regional School Committee recognizes and supports student publications and other literary activities that give students an experience in journalism.

The School Committee recognizes that the District must maintain a level of objectivity deemed to be in the best interest of the community and, to this end, the following procedures are in effect:

1. No school publication will accept advertising that is political, religious, or discriminatory in nature.
2. All advertising is subject to review and approval by the principal or a designee relative to content and appropriateness.
3. Final editorial control and approval of all materials intended for publication are the responsibility of, and may be subject to the approval of, the school administration.
4. This policy shall be referenced in the “Student Handbook”.
5. A statement indicating the editorial control by the school administration regarding all advertising will be included on order forms or other similar correspondence.

Policy 6531.1 SOCIAL MEDIA

Section I: Introduction

The Wachusett Regional School District recognizes that our students must learn to utilize modern online tools for social and educational collaboration. These tools, include, but are not limited to:

- Social networks (Facebook, Twitter, etc.)
- Email, chat, and other messaging technologies
- Message boards and forums
- Blogs and collaborative websites

Section II: Goals of the Policy

The Wachusett Regional School District Committee permits the use of social media platforms that support instructional opportunities and the social/emotional development of students. The District promotes educational uses of technology, including social media tools, along with appropriate training for students and staff on safety, proper use, and management of innovative learning tools.

Social media platforms will be used in District schools to achieve the following goals:

- Educate students, staff, and parents/guardians about the concerns and benefits of social media
- Access social media during and beyond the school day for educational purposes, social/emotional development, and other acceptable school-related uses
- Explore ways to integrate social media with classroom teaching and learning
- Integrate student publication with authentic social media environments
- Encourage the use of technology-based interventions to support student learning
- Allow for ongoing interaction between students and teachers for appropriate school-related use

- Promote student interaction with peers, outside organizations, and professionals in a global community
- Offer and encourage student use of online resources to communicate and seek support for bullying and safety concerns
- Encourage parent/guardian interaction with teachers and schools through the use of digital communications and social media environments

Section III: Guidelines for Use of Social Media Platforms

Any use of social media platforms, whether in District schools or related to District programming, will adhere to the following guidelines:

- All use of social media tools must comply with District acceptable use policies, inclusive of but not limited to Policy 6532 Videotaping and Photographing of District Students and Policy 6531.2 BYOD (Bring Your Own Device).
- All staff and student online communication is subject to state and federal laws, such as the Family Educational Rights and Privacy Act (FERPA), and District policies governing communication
- All staff and student online communication is subject to policies ensuring safe environments for students and staff free from bullying, harassment, and other forms of unwanted communication that threaten well-being and productivity
- Staff and District administration are encouraged to collaborate in developing social media tools
- Staff social media accounts used to communicate with current WRSD students will be established using District email accounts and will remain separate from any personal staff social media accounts
- Educational social media accounts maintained by staff members shall not contain personal information
- District staff shall not subscribe to students' personal postings in social media platforms not controlled or monitored by District staff

Policy 6531.2 BYOD (Bring Your Own Device)

The Wachusett Regional School District is committed to providing opportunities for students to utilize technology in order to:

- Gather and evaluate internet resources
- Create and share digital content
- Develop digital literacy
- Participate in a productive and respectful online environment

As part of this commitment, school administrators and teachers may allow students to use personally-owned devices and access school wireless networks to enhance instruction and learning. Permission to use such devices will be granted only when sufficient network resources are present. School administrators and teachers shall determine the extent to which the use of personal devices is permitted. However, such personal devices shall not be required by the District. Should students not have access to personal devices, or should they choose not to bring in their own devices, access will be made available by the District to complete assignments.

Access to District networks is a privilege which may be revoked at any time. Students must have explicit permission to use personal devices each time they are used. Students should assume that personal devices may not be used unless told otherwise. When explicit approval has NOT been granted, all devices must be turned off and put away. Recording audio, video or photographic images without the subjects' permission is not allowed in school at any time. (reference Policy 6532 *Videotaping and Photographing of District Students*). The use of personal devices in school is subject to the District's acceptable use policy regarding computers. This policy is outlined in each school's student handbook. In accordance with the Children's Internet Protection Act (CIPA), the District will filter all internet content available to students. Any attempt to access inappropriate material will result in disciplinary action.

Student Responsibilities

- Device Security - As with any personal property, it is the student's responsibility to ensure that any personally-owned device is safe and secure. The District is not liable or responsible for damage, theft, or loss of any student-owned device or any information stored on a student-owned device.
- Network Security – Student devices shall have up-to-date antivirus protection. Computers or other devices infected with malicious software or lacking proper virus protection will not be allowed on school networks.
- Technical Support - The District does not have the resources to provide technical support for privately owned devices. Accordingly, District technology personnel will NOT attempt to troubleshoot or repair student-owned computers or other devices.
- Cellular Data Charges - Cellular devices may incur usage fees from cellular providers for texting or when accessing the internet without being properly connected to the school's internal wireless network. The District is not responsible for any charges related to texting or internet usage on student-owned devices.

Legal Refs: Title XVII – Children's Internet Protection Act

Policy 6562 ALTERNATE STUDENT TRANSPORTATION

It shall be expected that bus students will go to and from school by the same means on a daily basis. A parent or high school student may choose an alternate mode of transportation over which the school system has no authority. Therefore, a choice to use an alternative form of transportation other than the school bus shall be at the risk of the parent and the student.

Procedures for requesting alternate transportation to and from school shall be contained in the student handbook. The high school student will be responsible to inform parent/guardian on taking a late bus or alternate means of transportation

K-8 students will be required to present written permission notice to the school from parent/guardian when using alternate means of transportation.

In case of emergencies, oral notification will be an acceptable alternative with the administration making a written record of the notification.

All high school students applying for a parking sticker and using a personal vehicle to transport other students will be required to carry personal liability insurance on the vehicle in the amount of \$100,000 - \$300,000.

Policy 6611 STUDENT IMMUNIZATIONS

The Wachusett Regional School District is required, pursuant to MGL c.76 section 15 and its associated regulations, 105 CMR 220.000, to keep an immunization record on file for each student enrolled in the school or system. The record must contain, at a minimum, the month and year of each immunization, and be signed by the healthcare provider. Immunization histories must be up to date for each child according to Immunization Guidelines published by the Commonwealth.

The Massachusetts School Immunization Law, M.G.L. c. 76 Section 15 provides that: *“no child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician’s certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Public Health.”*

Pursuant to the Massachusetts School Immunization Law quoted immediately above:

No unimmunized student shall be admitted to, or be allowed to remain in school, unless they can satisfy these requirements:

- A. A medical exemption is allowed if a healthcare provider submits documentation to school that an immunization is medically contraindicated; or
- B. A religious exception is allowed if a parent submits a signed statement to the school stating immunizations are contrary to his/her sincere religious beliefs.
- C. Students who fall under McKenney-Vento Homeless Assistance Act of 2001.

Do note: Unimmunized students (including those with medical, religious exemptions, and those who fall under McKenney-Vento) who are otherwise exempt from the immunization law may be subject to exclusion from school if there is exposure to certain communicable childhood diseases, as specified in 105 CMR 300.200.

Do note: Philosophical exemptions are not allowed in Massachusetts *even if* signed by a physician. The documentation regarding the above qualified exemptions will be kept in the students’ files at school.

Policy 6613.2 ATHLETIC HEAD INJURY AND CONCUSSION POLICY

The safety of students is a high priority for the Wachusett Regional School District. Students who sustain head injuries while in extracurricular athletic activities and those involved in their treatment must follow the protocol based on 105 C.M.R 201.000

(<http://www.mass.gov/eohhs/docs/dph/com-health/injury/105-cmr-201.pdf>) found online on the high school and middle schools’ websites as well as in the student handbooks.

Students who have sustained a head injury must be appropriately evaluated according to the protocol. In order to resume athletic activity, a medical clearance and authorization form must be submitted indicating that the student has recovered. Return to academics will be consistent with the protocol.

District administration, athletic staff, and nursing staff will review the protocol annually to ensure that it is current and reflects best practice. The School Committee will review and revise this policy as needed, but at least bi-annually.

Policy 6616 INSURANCE

The Wachusett Regional School District shall require each student participating in intramural programs and/or athletic teams to provide evidence of an active accident or health insurance policy covering the student.

Policy 6619 LIFE-THREATENING ALLERGIES

The Wachusett Regional School District is committed to providing a safe and healthy school environment for all students that is inclusive of school-wide practices that will minimize the risk of exposure to allergens that pose a threat to students while participating in all elements of the school day. School-wide practices along with identified accommodations, as deemed necessary by school personnel, parents/guardians and/or the student's physician, will provide all students the opportunity to participate fully in all school programs and activities. The successful management of this policy will require a partnership among the parents/guardians, the student, and all school personnel involved with the education, extra-curricular activities and the transportation of the student.

When it is determined by a physician that a student from the Wachusett Regional School District has a life threatening allergy and must have an Epinephrine Auto Injector, a 504 meeting will be convened to determine eligibility and the student's ability to successfully access all facets of the curriculum including extra-curricular activities. In the event that eligibility is determined, the 504 Plan will be communicated to professional staff of the building and all other school personnel who will have responsibility for the student throughout the course of the school day including but not limited to: teachers, bus drivers, playground monitors, cafeteria workers, substitute teachers and/or substitute nurse, and before and after school program monitors. In keeping with the 504 guidelines, this plan will be reviewed and revised annually.

At the start of every school year, the District health offices will provide allergy awareness training to staff in each building. All staff will learn how to minimize exposure to food and environmental allergens and to recognize the symptoms of anaphylaxis, the life threatening reaction that may occur with allergen exposure. Whenever it is possible to do so safely, the administration of the Epinephrine Auto Injector will be done by the certified school nursing staff or health care staff. Because a certified nurse or health care person may not be available to respond, staff will be trained on the administration of an Epinephrine Auto Injector. Whenever a new teacher or staff member is hired, the school nurse at his or her assigned school will provide that individual with Epinephrine training within five (5) days of beginning work. All staff and teachers must timely complete the Epinephrine administration training. The Superintendent will ensure that the District physician provides each school health office with the

medical orders necessary to maintain a supply of all medications, including epinephrine as well as the ability to administer the epinephrine as necessary.

At the start of each school year, the health office will provide a list of all students who have life-threatening allergies to building administration, the main office secretary, the teachers, coaches, cafeteria staff, playground monitors, before and after school monitors, and the bus company. In an ongoing basis, the health office will maintain, update, and distribute a revised list of students with life threatening allergies. All coaches and paid co-curricular personnel must provide evidence that they have received their yearly training to administer an Epinephrine Auto Injector immediately upon the start of their employment or when requested by the District. If such personnel have not been trained to administer an Epinephrine Auto Injector, they must immediately request training through the District health offices. Volunteers leading co-curricular activities are encouraged to receive training.

In response to the presence of food-based allergies, parents/guardians may not send outside food/candy/drink to share in the classroom. As part of a District-wide initiative to discourage the use of food as a reward, both teachers and parents/guardians are encouraged to recognize and celebrate students by methods that do not involve food. For this same reason, any projects or classroom activities should also avoid the use of food items. Traditional school-based celebrations (i.e. the 8th grade cookout, etc) may be permitted with the permission of the Superintendent's office. Precautions will be taken to ensure the safety and well-being of all students.

The District's Policy for Bullying Prevention and Intervention, as well as all Student Handbook policies pertaining to the support of a safe and healthy school environment, should make reference to the safety and well being of those students with food and life threatening allergies.

Policy 6621 TRANSPORTATION SAFETY AND SECURITY PROCEDURES

The Wachusett Regional School District and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District requirements of student conduct on buses will rest with the principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders or damages properties will be notified that their children face the loss of transportation privileges. Notification of this policy shall be contained in the Student Handbook.

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

Policy 6631 NON-DISCRIMINATION

The WRSDC policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. 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, sexual orientation, gender identity, or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity, or disability, their complaint should be registered with a compliance officer.

The compliance officer's name and contact information may be obtained through the Superintendent's office or the District website.

Policy 6910 STUDENT RECORDS

The Wachusett Regional School District shall:

1. Take all reasonable precautions to preserve the confidentiality of a student's records.
2. Make available for inspection all school records of a student upon request of the parent or legal guardian.
3. Make available for inspection all school records of a student upon his or her request provided that the student is fourteen (14) years of age or older or upon entering the ninth grade.
4. Disseminate, to parents and students, State Regulations on Student Records and this policy annually.

Regulations:

The State Board of Education has adopted regulations pertaining to student records that are designed to ensure parents' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by the District on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school system about the student. This may include such things as standardized test results, class rank, school sponsored extra-curricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed seven years after the student leaves the school system.

The following is a summary of major parent and student rights regarding their student records:

Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the District may charge the parents/student for said copies at the District rate.

Confidentiality of Records - No individuals or organizations are allowed to have access to information in the student record without specific, informed, written consent of the parent, legal guardian, or student of legal age. Exceptions include only those state agencies that specifically are authorized to request student information.

According to federal law, the District is required to release the names, addresses, and telephone listings of students to military recruiters and institutions of higher learning upon request for recruitment and scholarship purposes without prior consent. Parents and eligible students have the right to request that this information not be released without their consent by notifying their school building office in writing. At the beginning of each school year, parents of incoming freshmen and parents of students new to Wachusett Regional High School will be mailed a form to complete, indicating their choice to give or withhold their consent to release information.

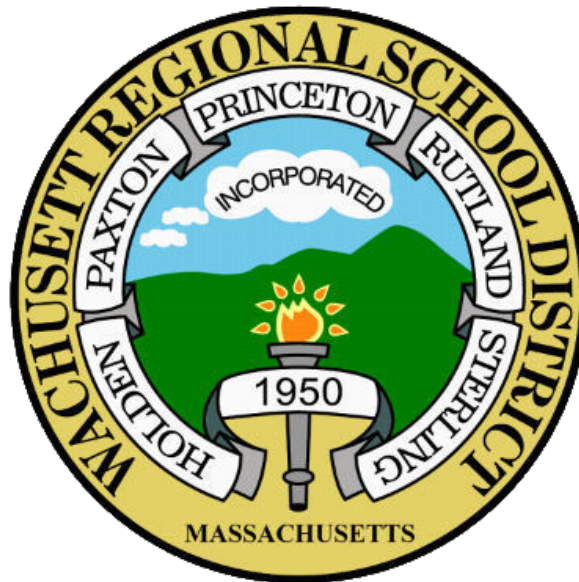
The District Administration shall not release a student's social security number or date and place of birth to anyone except as required by law.

Amendment of Record - The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information of the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

Consistent with the Education Reform Act, the District will transfer a student's record to a new school outside the Wachusett Regional School District without prior consent required from the parent or eligible student.

Wachusett Regional School District Bullying Prevention and Intervention Plan



Revised 3/10/20

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Wachusett Regional School District Mission Statement

The Wachusett Regional School District seeks to ensure meaningful student growth and promote social emotional well-being in a safe and nurturing environment. We will integrate the talent, experience, and knowledge of all members of our community to develop lifelong learners, equipped to think critically in an ever-changing, global society.

Wachusett Regional School District Core Values

Commitment to Excellence

- Modeling effective teaching that engages and meets the needs of all students
- Providing a rigorous curriculum with expanding options and opportunities for all
- Recruiting and retaining excellent staff

Perseverance

- Tenacity and hard work
- Persisting in the face of obstacles
- Focusing on goals

Critical Thinking

- Analyzing, evaluating, and problem-solving
- Thinking creatively
- Being adaptive

Collaboration

- Listening and communicating effectively
- Maximizing strengths and respecting differences
- Cooperating to reach common ground

Global Citizenship and Responsibility

- Celebrating diversity while recognizing commonalities
- Demonstrating civic respect by giving back to the communities
- Developing student's leadership skills for success in a global society

Creativity and Innovation

- Respecting the diversity of thoughts and ideas
- Embedding the arts into content areas
- Thinking freely, not fearing mistakes

Acceptance and Respect of Others

- Demonstrating tolerance
- Fostering a community of teamwork and collaboration
- Creating an atmosphere of safety and acceptance

I: LEADERSHIP

The WRSD Leadership is committed to implementing the district's Bullying Prevention and Intervention Plan and in conjunction with community efforts, to promote and ensure a safe and positive teaching and learning environment.

District leaders, community leaders, teachers, parents, guardians, and student leaders, have a primary role in teaching students to regard one another in a respectful, civil, and dignified manner to create an environment that improves and sustains the emotional and behavioral health of all students. These stakeholders will promote understanding and respect for diversity and differences in all venues through modeling respectful behavior and promoting and sustaining a commitment to programs that are focused on supporting social-emotional development at all grade levels.

The WRSD will provide age-appropriate anti-bullying educational experiences for all students in the district. As a school district, WRSD will enhance student achievement by creating and maintaining an educational environment where all students feel safe. In the unlikely event that a student feels uncomfortable, the school culture will strongly support student communication of their concerns to teachers, staff, administrators, parents or guardians.

A. Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the Wachusett Regional School District Bullying Prevention and Intervention Plan was developed in consultation with school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, parents and guardians.

Prior to the presentation of this plan to the School Committee, a final draft of the plan will be made available on the WRSD website for Public Comment. The plan will be reviewed biennially (every 2 years).

B. Implementation

Consistent with applicable laws and regulations, all Principals will be implementing, with the support of the Superintendent and/or the School Committee, the following documents/ action plans:

- Receive and investigate reports of Bullying
- Plan intervention support strategies that meet the needs of the targets, aggressors, retaliators, and bystanders involved in the reported incidents
- Choose and implement a Bullying Prevention Curricula that each school will use
- Review, and where necessary, update District student and staff handbooks, and code of conduct
- Lead parent, guardian and family engagement efforts by providing appropriate informational materials for this group
- Collect, analyze, and report on building and district-wide data on past bullying incidents to understand trends and patterns, define the present problem, and create a baseline from which to measure improved outcomes
- Create a Records Retention Plan for incidents

C. Planning & Oversight

The Wachusett Bullying Prevention and Intervention Plan has been developed in collaboration with key stakeholders, including school and district administrators, school-based mental health staff, parents, school committee members, and local law enforcement. The principal or designee is

responsible for the implementation and oversight of the plan, except when a reported bullying incident involves the principal or assistant principals as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other related steps, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee or designee shall be responsible for investigating the report and other steps necessary to implement the plan, including addressing the safety of the alleged target.

II: TRAINING AND PROFESSIONAL DEVELOPMENT

Under M.G.L. c. 71, § 37O the Wachusett Regional School District must provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals as well as providing opportunities for parent, guardians, and community members to participate in this anti-bullying/ cyber-bullying initiative.

All stakeholders in the Wachusett Regional School District must be made aware of the state anti-bullying law and how it changes the definitions, reporting, investigation, and punishment of bullying incidents. Our School Committee, administrators, and faculty will be responsible for disseminating this information and for projecting how these changes will reflect on cultural changes in our schools as the implementation of M.G.L. c. 71, § 37O moves forward.

A. Annual staff training on the Bullying Prevention and Intervention Plan

School-based annual training for all school staff by the building Principal or designee will include:

- Staff responsibilities under the law
- An overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying, cyberbullying or retaliation
- Modeling bystander expectations and reporting procedures.
- An overview of the bullying prevention curricula to be offered at all grade levels at each school in the district. Staff members hired after the start of the school year will be required to participate in this 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 the tools available for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build upon the skills of staff members to prevent, identify, and respond to bullying incidents. 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:

- Effective and developmentally or age-appropriate strategies to prevent bullying;
- Developmentally or age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the power differential that can take place between and among an aggressor, target, and witnesses to bullying;
- Current 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;
- Current information on the nature of cyberbullying

Professional development will also continue to 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) and 504 Plans.

Additional areas identified by the Wachusett Regional School District for professional development may include:

- Emphasizing the importance of establishing and maintaining supportive student-teacher/staff relationships in school
- Emphasizing the importance of repairing harm (repairing relationships) in alignment with the Restorative Practices approach
- Teaching tolerance and respect for the diversity and differences that exist among people
- Focusing on building students' social-emotional learning competencies and skills
- Incorporating trauma-sensitive teaching strategies
- Strategies for promoting prosocial bystander actions

C. Written notice to staff

The school district will provide all staff with an annual written notice of The Bullying Prevention and Intervention Plan. Sections related to staff responsibilities will be included in the District Employee Handbook.

III: ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying social and emotional needs of targets, aggressors, families, and others are addressed.

Below is a summary of strategies aimed to provide supports and services necessary to meet these needs. In order to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, cyberbullying and retaliation, these services will be available to reflect an understanding of the dynamics of bullying and to provide approaches to address the needs of targets and aggressors.

The Director of Social-Emotional Learning will regularly update and provide to all schools a list of mental health resources available in the community as well as community programs/partnerships that support student well-being. School administrators, staff, and parents will collaborate in determining appropriate referral services.

A. Identifying resources.

WRSD will annually review its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that foster positive school culture, as well as identifying any gaps in services and resources that need to be addressed. Principals will assess the needs of their individual schools in order to analyze existing resources.

B. Counseling and other services

The District will work collaboratively with school mental health staff and outside agencies to maintain a list of providers that will support 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. Schools may consider current tools including, but not limited to: behavioral intervention plans, restorative practices, social skills groups, and other related resources and approaches. The district will reference the American School Counseling Association for guidance on these matters.

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 that he/she may be vulnerable to bullying or harassment because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services

The school district will use a referral procedure for referring students and families to outside services. Referrals must comply with relevant laws and local policies.

E. Student Surveys and Data Collection

At least once every four years, the Wachusett Regional School District will administer a Department of Elementary and Secondary Education student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools.

Additionally, the district will annually report bullying incident data to the Department of Elementary and Secondary Education.

IV: ACADEMIC AND NON-ACADEMIC ACTIVITIES

Wachusett Regional School District seeks to create a safe, respectful and caring school and classroom environment for all students regardless of their race, color, national origin, creed, religion, gender identity, sex, sexual orientation, age, physical appearance, socioeconomic status, family situation or disability. WRSD will lay the foundation for a positive school climate in pre-school and will continue to teach, nurture, and positively reinforce prosocial behavior throughout students' academic experiences.

- Each grade level will be provided developmentally-appropriate and evidence-based curriculum and instruction to teach pro-social skills that support academic success. Engaging Schools identifies these skill sets as follows: ([see Appendix C: Learning & Life Competencies](#))
 1. ***Self-Awareness:*** *The ability to accurately assess my feelings, behavior, interests, values, and strengths through my experiences, and name and describe the benefits of skills, behaviors, and mindsets that help me to be a good student.*
 2. ***Self-Management:*** *The ability to express emotions skillfully, manage my emotions by using strategies, sustain focus and pay attention, and accept help, feedback, correction, or consequences with good will.*
 3. ***Social Efficacy:*** *The ability to listen respectfully, make an effort to understand the emotions, words, and actions of others, and help and support others.*
 4. ***Academic Efficacy:*** *The ability to invest in quality work, organize to learn and study, and set goals and self-assess.*
- The entire school community (e.g. students, teachers, parents, bus drivers, lunchroom staff, janitorial staff, etc.) will work collaboratively to promote a caring and supportive school environment among all of its staff and students.

A. Non-Academic Bullying Prevention Efforts:

- The administration will review student behavioral expectations during assemblies during the first few weeks of school.
- The definition of bullying, cyberbullying, and retaliation and the protocol for handling incidents of bullying will be emphasized.
- Staff presence will be increased in areas where bullying is most likely to occur, such as bus arrival and departure locations, hallways, lunchrooms, recess, and near restrooms.
- A variety of evidence-based prevention programs to promote diversity awareness and respect for self and others will be explored and offered. District schools currently use the following programs: Second Step, Responsive Classroom, MARC (Massachusetts Aggression Reduction Center), and PBIS (Positive Behavioral Interventions and Supports) ([See Appendix B for full descriptions of these programs](#))
- Schools will encourage student involvement in school events and extra-curricular activities to reduce isolation and the likelihood of becoming a target of bullying.
- Schools will promote a culture of kindness and community where students are empowered to speak out against bullying.

B. Academic Bullying Prevention Efforts:

- When possible, Learning and Life Competencies for School Success, including related target behaviors, will be incorporated into classroom activities and instruction, as well as other aspects of the school day ([See Appendix C](#))

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

WRSD will investigate bullying, cyberbullying and retaliation incidents in a fair, timely, and thorough manner while being mindful of personal privacy rights and the stigma that a student may experience from being labeled in some way or another. Verified incidents of bullying, in all of its forms will be dealt with appropriately. Dispositions will begin with education and, when deemed necessary, will move to progressively sterner measures.

All disciplinary actions will balance the need for safety and accountability with the need to teach appropriate behavior and/or lagging social-emotional skills ([see Learning & Life Competencies in Appendix C](#)).

A. Reporting Bullying or Retaliation:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing.

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. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

When reporting in writing, administrators, teachers, students, parents/guardians, school bus drivers, cafeteria workers, playground monitors, and any and all other staff and community members can access the “**Bullying, Cyber-bullying, Retaliation Incident Referral Form**” ([see Appendix A](#)) in the Main Office of the school, guidance/school psychologist’s office, the nurse’s office, and on the Wachusett Regional School District website.

1. Reporting by Staff:

A staff member will promptly report to the principal or designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual and then follow up with an **Incident Referral Form**. The requirement to notify the Principal shall not, however, 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. ([See Appendix A for reporting form](#))

2. Reporting by Students, Parents or Guardians, and Others:

The Wachusett Regional School District believes that it is the responsibility of students, parents, 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.

Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action [\(See Appendix A for reporting forms\)](#).

B. Responding to Report of Bullying, Cyberbullying or Retaliation- Allegations of Bullying

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.

2. Obligations to Notify Others

a. Notice to Parents or Guardians

Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian(s) of the target and the aggressor of the investigation determination and any actions taken to prevent further incidents. Notice will be consistent with state regulations at 603 CMR 49.00.

While prior notice of an investigation shall not be required, there may be incidents where parents are notified prior to the Investigation.

In providing notice of investigation findings, the Principal shall maintain the privacy of any child/individual who is not the child of the parents/guardians to whom the notice is provided. The Principal shall not report specific information to the target’s parents/guardians about the disciplinary action taken against an aggressor unless it involves a directive for there to be no communication between the aggressor(s) and victim(s), or another directive that the target must be aware of in order to report violations.

The Principal shall also notify the parents 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 investigation.

b. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All

communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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 they have 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.

3. Investigation

The principal or designee will investigate promptly all reports of bullying, cyberbullying, or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s), student developmental factors, 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.

4. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying, cyberbullying, 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 students' 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 directives 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.

5. Responses to Bullying / Consequences from Findings

Bullying behavior can take many forms and can vary dramatically in its level of seriousness and what impact it has on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying," as defined in this Bullying Prevention and Intervention Plan, will generally warrant disciplinary action against the aggressor, whether and to what extent disciplinary actions are imposed (e.g., detention, suspension, etc.) is a matter for the professional discretion of the Building Principal or his/her designee.

District administrators will integrate a range of responses that balance the need for accountability with the need to teach compensatory social-emotional skills and target behaviors. The needs and safety of the target will also be considered as part of restoring resolution to the bullying matter. Verified acts of bullying shall result in intervention by the building Principal or his/her designee and will address the acts of the aggressor and the needs of the target, and assure the sanction against bullying behavior is enforced with the goal that the bullying behavior will cease and desist.

Consequences should be considered with the following factors in mind:

- A. Nature, severity, and chronicity of the behavioral impact on the target
- B. Degree of physical, psychological, social harm on the target
- C. Student's age, development, and degree of maturity
- D. Surrounding circumstances and context in which the incident(s) occurred
- E. Prior disciplinary history and persistent patterns of behavior
- F. Relationship between and among the parties involved
- G. Context in which the alleged incident(s) occurred
- H. The need to balance accountability with the teaching of appropriate behavior and social-emotional skills.

The appropriate range of consequences, subject to due process where appropriate, may include but are not limited to:

- A. Report to law enforcement
- B. Referral to an outside agency
- C. Reassignment of classes
- D. Reassignment of seats in lunch, bus, class, etc.
- E. Out-of-school suspension
- F. In-school suspension
- G. Detention
- H. Loss of privileges (including before and after school activities)
- I. Temporary removal from the classroom

J. Verbal reprimand

In addition, instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying and/or retaliatory behaviors will be given, which may include, but are not limited to:

- A. Reparation to the target in alignment with the Restorative Practices philosophy and model
- B. Completion of a related curricular based assignment(s)
- C. Meeting with Civil Rights Coordinator
- D. Completion of community service designed to increase the aggressor's skills in empathizing with others
- E. Therapeutic support, including counseling or referral, for both aggressor(s) and target(s)

***** All completed Bullying Reports will be forwarded to Central Office for record-keeping and review. *****

VI: COLLABORATION WITH FAMILIES

Wachusett Regional School District recognizes the importance of collaboration with families in order to optimize the school's effectiveness in preventing and responding to bullying.

A. Parent Education & Resources:

The District will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and social competency work being done in the District. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, and other similar organizations.

B. Notification Requirements:

Each year the school or district 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 school or district 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 and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII: PROHIBITION AGAINST BULLYING AND RETALIATION

All students will be afforded the same protection under this Bullying Prevention and Intervention Plan, regardless of their status under the law.[L1] We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, 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.

Acts of bullying, which include cyberbullying, are prohibited:

- A. on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, at a 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 bullying school, or through the use of technology or an electronic device owned, leased or used by the school district or a school; and at a location, activity, function or program that is not school-related or through
- B. the use of technology or an electronic device that is not owned, leased or used by the school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. As stated in M.G.L. c.71 Sec.37O nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying 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.

VIII: PROBLEM RESOLUTION

Under Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws, any parent wishing to file a claim/concern or seek 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/prs/guide/default.html>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX: DEFINITIONS:

1. Bullying:

The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- I. causes physical or emotional harm to the victim or damage to the victim's property;
- II. places the victim in reasonable fear of harm to himself or of damage to his/her property;
- III. creates a hostile environment at school for the victim;
- IV. infringes on the rights of the victim at school; or
- V. materially and substantially disrupts the education process or the orderly operation of a school.

2. Cyber-bullying:

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

3. Hostile Environment:

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

4. Target / Victim:

A student who has been subject to bullying or retaliation

5. Aggressor/ Perpetrator:

A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

6. Local law enforcement agency:

Local police department

7. Principal:

The administrative leader of a school in the Wachusett Regional School District or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

8. Retaliation:

Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is strictly prohibited and will result in disciplinary action.

X: RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDICES

APPENDIX A: Bullying Reporting Forms



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Bullying, Cyber Bullying, and Retaliation Incident Referral Form

Thank you for taking a few minutes to fill out this form. Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an anonymous report, however please be advised that making a **knowingly false report** may result in disciplinary consequences.

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

1. Name of Reporter: _____ (please print)
☐ I would like to remain anonymous
2. Date of filing of this report _____
3. Date of Incident _____
4. What type of incident was this? ☐ Bullying ☐ Cyber Bullying ☐ Online (texting / cell phone)
5. Where did the incident take place: ☐ on school property ☐ on a school bus ☐ at a bus stop
☐ at a school sponsored activity/event ☐ Other _____
6. Please tell us who you are: ☐ Student ☐ Parent ☐ Other (specify) _____
☐ Teacher ☐ Administrator
7. If student, state your school: _____ Grade _____ Homeroom _____
8. If staff, state your school or work site: _____
9. To the best of your knowledge, did a physical injury result from this incident?
☐ Yes ☐ No ☐ Not Sure

10. Information about the Incident:

- | | |
|---|--|
| Name of target (person who was bullied): _____ | Check whether:
<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other |
| Name of the aggressor person who is bullying: _____ | <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other |
| Name of any witnesses: _____ | <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other |
| _____ | <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other |

Describe what you know about this incident on the back side of this form. (Please be as specific as possible)
After you have completed this form, please submit it to a school administrator.

Jefferson School
1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Student Reporting Form for Bullying and Retaliation

*Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an initial report. Please be advised that making a **knowingly false report** may result in disciplinary consequences.*

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

Today's Date _____ Date of Incident _____

Name _____ Grade _____

Please indicate **what** is happening, **when** it is happening and **where** it is happening.

What:

When:

Where:

After you have completed this form, please submit it to a school administrator.

Jefferson School
1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net

APPENDIX B: Research-Based Curricula

Second Step: (K - 8)

Second Step is a universal intervention designed for use with all students in a school. Second Step teaches students how to effectively manage their emotions and demonstrate self-control. Research indicates that children who learn and use these skills do better in school academically. Direct observation of student behavior in various settings (i.e., classroom cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed decreases in physical aggression and increases in neutral and pro-social behavior.

Link for further information:

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/SEL_Bullying_Paper.pdf

Responsive Classroom: (K - 8)

Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). We believe that high-quality education for every child is built on the foundation of a safe and joyful learning community.

Link for further information:

<https://www.responsiveclassroom.org/about/research/>

PBIS:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Link for further information, Elementary:

<http://www.pbis.org/resource/785>

Link for further information, Middle / High School:

<http://www.pbis.org/resource/900>

MARC (Massachusetts Aggression Reduction Center)
K-5 Bullying and Cyberbullying Curriculum

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying and to raise their awareness about how these behaviors impact children. It utilizes both Teacher-As-Educator and Peer Learning Models.

Link for further information:

<http://marccenter.webs.com/Evaluation%20of%20the%20Massachusetts%20Aggression%20Reduction%20Center%20K-2.pdf>

Grades 6-12 Advisory Curriculum (Bullying & Cyberbullying)

This is a bullying, cyberbullying, and cyber-behaviors curriculum, designed for use by grades 6 through 12. The Curriculum is divided into Lesson Plans designed to be conducted in a 20-minute period of time. The intention is to enable schools to use the Curriculum either during Advisory Periods regular class periods.

Link for further information:

<http://marccenter.webs.com/advisory-curriculum>

High School Cyber-skills Curriculum

The goal of this research-based curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills.

Link for further information:

<http://marccenter.webs.com/hscyberskills>

APPENDIX C: Learning & Life Competencies

Positive **MINDSETS** that set the stage for developing Learning and Life Competencies

A **mindset** is a set of deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Mindsets set the stage for academic engagement and developing Learning and Life Competencies. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to his/her learning and academic performance. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. This boosts students' confidence about their day-to-day experiences and fires up hope in their future. The examples below provide a range of entry points for conversations with students.

EXAMPLES:

- School and school work have value for me.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.

Learning and Life Competencies for School, College, and Career Success		
Skill Set	Competency	Target Behaviors
Self-Awareness	I know myself.	<ol style="list-style-type: none"> 1. I am aware that my beliefs, mindsets, and emotions impact my capacity to learn and be skillful. 2. I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences. 3. I know when I have done the right thing and when I make mistakes. 4. I know when I bother others or upset them.
	I am aware of skills, behaviors, and attitudes that help me.	<ol style="list-style-type: none"> 5. I can name and describe the benefits of skills, behaviors, and mindsets that help me be a good student and a good person. 6. I know what motivates me. 7. I know when it is important to follow rules, procedures, and norms of acceptable behavior.
Self-Management	I identify, express, and manage emotions.	<ol style="list-style-type: none"> 8. I name and assess emotions accurately. 9. I express emotions skillfully even when I feel angry, frustrated, or disrespected. 10. I manage my emotions by using strategies to cool down and regain my balance.
	I exhibit self-regulation.	<ol style="list-style-type: none"> 11. I sustain my focus and pay attention throughout an activity or task. 12. I work silently without bothering others. 13. I accept help, feedback, correction, or consequences with good will. 14. I follow instructions, procedures and rules.
	I demonstrate perseverance and resiliency.	<ol style="list-style-type: none"> 15. I persist in my effort until I "get it" and finish the task. 16. I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future. 17. I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.

Learning and Life Competencies for School, College, and Career Success		
Skill Set	Competency	Target Behaviors
Social Efficacy	I communicate and problem solve effectively	18. I focus my attention on people who are speaking to me. 19. I listen respectfully and paraphrase/summarize or question before speaking. 20. I use school-appropriate language and project appropriate body language. 21. I use problem-solving strategies to work things out. 22. I resolve interpersonal conflicts constructively.
	I demonstrate empathy and respect.	23. I make an effort to understand the emotions, words and actions of others. 24. I respect the dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom. 25. I accept other viewpoints respectfully and appreciate individual and group similarities and differences. 26. I stand up for people whose rights, identity, or dignity have been violated. 27. I interrupt or call attention to incidents of bullying, harassment, prejudice, or teasing.
	I foster healthy relationships.	28. I greet and talk to people in a friendly manner. 29. I use words of common courtesy like please and thank you, excuse me, sorry about that. 30. I am dependable and follow through on what I say I am going to do. 31. I help and support others.
	I am assertive and I self-advocate.	32. I use neutral, non-aggressive language to express myself. 33. I can verbalize and present my ideas my values, and my needs to others. 34. I take initiative to seek help. 35. I can navigate across different settings in order to present my best self to others.
	I cooperate and participate.	36. I work effectively with different students. 37. I take on various roles and responsibilities to complete the learning task. 38. I take turns, listen to and encourage others, and do my fair share.
	I demonstrate civic responsibility.	39. I volunteer to take on leadership roles or extended responsibilities in a group. 40. I do positive things to make class a good place to learn. 41. I take responsibility for my words and actions and acknowledge the impact of my behavior on the community. 42. I make responsible decisions.
Academic Efficacy	I invest in quality work.	43. I attempt each part of the question, task, assignment, or test. 44. I revise, edit/proof, and correct for quality and accuracy. 45. I push myself to take academic risks. 46. I complete assigned tasks regularly. 47. I engage in critical, reflective and creative thinking.
	I organize to learn and study.	48. I attend class every day and arrive to class on time. 49. I organize myself and manage my materials. 50. I prioritize and manage my time and tasks. 51. I figure out the instructions before I begin a task. 52. I use a range of study strategies to remember and apply key knowledge, skills and understandings.
	I set goals and self-assess.	53. I make sure that I know the criteria for high quality work. 54. I set specific learning goals and identify and adjust action steps to improve my grade. 55. I monitor my academic progress through written and oral self-reflection and conferencing. 56. I can identify the evidence that shows my effort to meet my goal.