

Directory & Family Handbook 2021-2022

Sheffield Elementary School

43 Crocker Avenue Turners Falls, MA 01376

Phone: 413-863-9326 Fax: 413-863-3259

www.gmrtd.org



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SHEFFIELD ELEMENTARY SCHOOL

43 CROCKER AVENUE

TURNERS FALLS, MA 01376

Phone: (413) 863-9326 www.gmrtd.org Fax: (413) 863-3259

Melissa Pitrat, Principal

August 2021

Dear Sheffield Families,

Welcome to the 2020-2021 school year! Along with the faculty and staff at Sheffield Elementary School, I am looking forward to building strong, positive relationships with you and your child. Good communication is essential to our home school partnership and this handbook provides us with a common understanding of the rules and regulations of our school community. Please take some time now to review the handbook and keep it as a handy reference during the school year. It's very important that you talk with your child about the basic expectations for appropriate, respectful school behavior. When you have specific questions or concerns, I encourage you to talk to your child's teacher or myself.

One of our most important goals for this upcoming school year is to nurture collaboration between school and home. You should expect consistent ongoing communication from us and we, in turn, will look forward to your input. Please establish a regular routine of reading any texts, emails, newsletters or notes that will go home with your child and please be sure to check out our school website on a regular basis. This website will be updated throughout the school year to keep you informed of upcoming events.

Excellent literacy skills are critical to your child's success in school and beyond. At school, we will provide engaging, well-structured literacy instruction for every student. You can support your child's literacy development by encouraging family conversations and developing daily reading habits. Take some time each day to talk with your child about their learning.

Each new school year brings opportunities for growth, learning, and change. Let's support each other in this educational journey.

With Sheffield Pride,

Mrs. Melissa Pitrat

Principal

SHEFFIELD ELEMENTARY SCHOOL STAFF DIRECTORY

Administration:

Mrs. Melissa Pitrat, Principal

Administrative Assistant

Mrs. Carrie Burke

Teachers:

Title 1 Reading Interventionists Mrs. Stephanie Lofland Ms. Iris McGrath

Grade 2

Mr. Alexander Cerone

Ms. Susan Pelis

Mrs. Eileen Tucker

English Language Learners: Lana Herzig

Grade 3

Ms. Nikki Henderson

Mrs. Shelley Thurston

Ms. Sarah Tully

Specialists and Student Services:

Mr. Paul Ross, Adjustment Counselor

Ms. Kylie Angell, Adjustment Counselor

Mrs. Suzanne Martino, Nurse

Ms. Linda Gordon, OT

Ms. Katie Hildreth, OTA

Ms. Stephanie Smith, Speech

Ms. Jenny Koonz, PT

Grade 4

Ms. Amy Calkins

Mrs. Amy Eichorn

Ms. Corrine Ginsberg

Cafeteria Food Services:

Mrs. Ann Annear, Manager

Mrs. Melissa Murphy

Custodial/Maintenance:

Mr. David Guzman

Mr. James Zimmerman

Grade 5

Mr. Zachary Howes

Mrs. Roben Lapan

Mrs. Leighann Orr

Special Subjects

Ms. Zoe Neeley, Science

Ms. Susan King, Music

Mrs. Jocelyn Castro-Santos, Art

Mr. Ron Wood, Physical Education

Mrs. Jessika Nadeau, Librarian

Paraprofessional Support Staff:

Ms. Jordan Charboneau

Ms. Eileen Fortin

Ms. Tracey Glazier

Mrs. Pamela Grimard

Mr. Abraham Klein, Interventionist

Mrs. Hannah Lenois

Ms. Ashley Parker

Ms. Jacinda Stone

Mrs. Shelli Taylor

Special Education

Mrs. Robin Whiteman

Ms. Mary Walther

Mrs. Elizabeth Yurkevich

Ms. Kara Kuntz

Ms. Marykate Smith Despres

GMRSD MISSION STATEMENT

Challenging and supporting every student to succeed through strong leadership, excellent teaching, and community engagement.

DISTRICT CORE VALUES

Persistence: Smart is something you become, not something you are.

Integrity: Doing the right thing, even when no one is looking.

Empathy: being able and willing to understand another's perspective.

Continuous Learning: Constantly expanding one's understanding.

SHEFFIELD ELEMENTARY SCHOOL MISSION STATEMENT We partner with our community to empower our students to become lifelong learners. We see our students as responsible, productive and engaged individuals who collaborate and contribute positively to society.

SHEFFIELD ELEMENTARY SCHOOL VISION STATEMENT

At Sheffield Elementary, all students grow in a nurturing, engaging, and challenging learning environment to unleash their greatest potential.

DISTRICT DIRECTORY

Mr. Brian Beck, Superintendent 863-9324

Ms. Sabrina Blanchard, Exec. Assistant to the Supt. 863-9324

Ms. Sarah Burstein, Early Childhood Coordinator 863-9526

Ms. Dianne Ellis, Director of Special Ed & Student Services 863-7508

Mr. Justin McArdle, Director of Food Services 863-7315

Mr. Heath Cummings, Director of Facilities & Safety 863-3261

Ms. Tina Mahaney, Director of Technology, Educational Data, and Digital Learning
863-7510

Ms. Jeanne Powers, Director of Teaching and Learning 863-7421

Visit our district website for further information: www.gmrds.org

GILL-MONTAGUE REGIONAL SCHOOL COMMITTEE

Jane Oakes, Chair Heather Katsoulis Michael Langknecht

Cassie Damkoehler, Vice Chair Jennifer Waryas

Carleigh Dlugosz William Tomb Valeria Smith Joanna Mae Boody

School Committee meetings are at 6:30 p.m. on the 2nd and 4th Tuesday of each month in the High School TV studio. All meetings are open to the public.

School FAQs

WEBSITE

- Important information about school news can be found on our district and school websites. Please check these sites regularly for updates. Go to www.gmrtd.org for details.

DAILY SCHEDULE

- The elementary school day begins at 8:30. Students are dismissed at 3:15.
There will be no early dismissals between 2:30 and 3:15.

SCHOOL MEALS

- School meals: Breakfast and lunch are provided free of charge to all Sheffield students through the Community Eligibility Program. Students may also bring their own lunch to school.

ATTENDANCE

- Attendance: Daily attendance is essential for student success. If your child is going to be absent, you must call the school office prior to 8:30 a.m. on the day of the absence. If you do not reach the school's administrative assistant, please leave a voicemail message at 863-9326.

EARLY RELEASE DAYS

There are several scheduled Early Release Days during each school year.

September 22, October 6 & 20, November 4, 5 & 24, December 8, 22, January 12, 26, February 2, 16, March 9, 17, 18, 23 April 6, May 4 and June Early Release Days TBD

Getting to School

Arrival/Departure

Please note the official school day start and end times:

- Our school day begins **promptly** at 8:30 a.m. and ends at 3:15 p.m.
 - The Sheffield main office is open daily from 8:00 am to 4:00 pm.
 - Front doors open for student arrival at 8:25 a.m. **Please know there is no adult supervision until this time.** Students will enter the main entrance and will be escorted by staff to lobby to collect their breakfast.
 - Arrival after 8:30 a.m. is tardy.
 - Early dismissal is any time before 3:15 p.m.

● **Breakfast in the Classroom** will be provided to **all** students starting at 8:30. ● **Since all students are served breakfast, there is no need to send your child into school with a snack from home. Extra food from breakfast will be used for class snack.**

Tardy Students

Students arriving after the official start time must report to the Office for a tardy slip.

Dismissal:

We will not release your child to another adult without your permission. If you wish to designate someone other than yourself to pick up your child, **please send a note or call.** We will follow the regular dismissal plans for your child unless we hear from you directly.

Parent-scheduled early dismissal: Sheffield students are actively engaged in learning until 3:15 each day. Dismissal before 3:15 is strongly discouraged because it is disruptive to student learning. Please make non-emergency appointments for out-of-school time. When you must request that your child be dismissed early from school, please send in a note or call our Office at 863-9326.

Early dismissals due to stormy weather: If it becomes necessary to close school before 3:15 p.m., a pre-recorded telephone message is sent out to all families in the district through the All Call system. Information regarding Early Dismissals will also be posted at www.gmrtd.org and announced on radio stations WRSI 95.3 and WHAI 98.3 AM.

School Cancellation due to stormy weather: School cancellation and delay announcements will be sent via All-Call phone system and will be posted at www.gmrtd.org. They will also be announced on radio WRSI 95.3 FM, WHAI 98.3 AM, and TV channels 22 and 40.

Delayed Opening due to stormy weather: A Two Hour Delay means that the school day begins at 10:30 a.m. On Two Hour Delay days, **breakfast will not be served at school.** Students may arrive at school at 10:30 on these days.

Delayed Opening on Scheduled Early Release Days: In the event of a Two Hour Delay on a scheduled Early Release Day, the Early Release Day will be cancelled and the elementary school day will run from 10:30 a.m. to 3:15 p.m.

Transportation

Bicycles and Scooters: Children may ride their bicycles/scooters to school with parental permission. *A properly fitted helmet is required of all riders.* Once on school property, to ensure student safety, children must walk their bicycles and scooters. Children must also walk their bicycles and scooters at crosswalks or whenever crossing the road. There is a bike rack located on the side of the school for all bicycles and scooters as well as one in front of the building. Bicycles and scooters will not be allowed inside the school.

All Private vehicles: For safety sake, we rigorously enforce all posted driving and parking rules. Drivers must use extreme care when approaching the school, especially in crosswalks and drop-off areas. Parents transporting children to school by car are expected to be familiar with and follow posted instructions with regards to traffic direction, drop-off and parking. Never leave a car running unattended. Never leave a vehicle in a NO Parking zone/ No idling zone, even momentarily. Never pass a school bus or van with its red lights flashing.

Arrival/Drop-off: Cones will be placed to allow for single file drop off. Please make sure that your child is prepared to immediately exit the vehicle on the right side. (If your child is not ready, please pull into a designated parking space and when ready, walk your child to the sidewalk.)

Parking: All visitors must park in the side parking lot. There are three handicapped spaces available that should only be used by vehicles with handicapped parking permits. Please observe the posted parking signs in front of the school. The area in front of the school is a fire lane. There is no parking in between these posted signs.

School Bus/ F.M. Kuzmeskus: F.M Kuzmeskus provides bus service to Gill-Montague students. Students living more than one and one half miles from the school are eligible for free transportation on the school bus. For information on bus routes, please check the F.M. Kuzmeskus website at www.travelkuz.com.

Students who do not typically ride the bus may do so on special occasions, such as when invited over to a friend's house, if there is room on the bus and the student has a written note from their parent informing the school of the change in departure plans.

Bus Safety: All students riding school buses within the District served by F.M. Kuzmeskus, Inc. are expected to follow a few basic guidelines while riding the bus. These guidelines are put in place to assist the school bus driver with the safest possible transportation to and from school each day. Students are expected to behave in an orderly fashion on the bus and respond to the

driver promptly and respectfully. Riding the bus to and from school is a privilege. Physical and emotional safety is the primary concern. All students are expected to follow “school rules” whenever they are on the bus and at the bus stop. In addition, the following simple rules must be adhered to:

- Students must remain seated, facing forward, while the bus is in motion.
- Students must keep their hands to themselves.
- Students must use “inside voices” meaning yelling and screaming must be avoided.
- Students’ personal belongings must be kept inside their book bag or knapsack.
- Weapons of any sort may not be transported on the school bus.
- Vandalism of a vehicle or its contents is not permitted.
- No eating is allowed on the bus for the safety of our students with potentially life threatening food allergies.

We also expect students to show responsible behavior around the bus and at the bus stop by:

- Walking whenever they are in the vicinity of the bus.
- Waiting for the driver’s directions to board, disembark or cross the street.

Parents of all bus riders are asked to frequently discuss with their children appropriate behavior for riding the bus.

Consequences for Violation of Expectations: Any student found in violation of the above Safety Rules will receive Bus Conduct Reports with the following consequences:

1st Report - School official meets with the student to discuss the inappropriate behavior. Notations regarding meeting are made on the Conduct Report and it is signed by the student and administrator and returned to the bus driver.

2nd Report – Parent must meet with the Administration to discuss the inappropriate behavior. Notations regarding meeting are made on the Conduct Report and it is signed by the student and parent and returned to the bus driver.

3rd Report – Student bus privileges are suspended for a minimum of two school days. Parent must meet with the Administration prior to the student's bus privileges being reinstated. Notations regarding meeting are made on the Conduct Report and it is signed by the student and parent and returned to the bus driver.

Subsequent infractions may result in long term or permanent suspension from the school bus. Additionally, severe violations may result in immediate disciplinary action/suspension from the bus regardless of the number of bus reports previously issued. ***In the event of bus suspension, parents remain responsible for their child’s attendance at school.***

Teaching and Learning

Home school partnership: Each student's success in school depends on a collaborative effort between home and school. Our teachers work to develop effective partnerships with each family by maintaining ongoing two-way communication, offering suggestions for extending learning outside of school, and valuing family input. Please support these efforts by responding to school emails and phone calls, reaching out to your child's teachers when you have questions, and talking to your child about school each day.

State Standards: The MA curriculum frameworks provide the foundation for our standards based instruction. To review these standards in detail, please go to the Department of Secondary and Elementary Education (DESE) www.doe.mass.edu/frameworks.

Instructional Resources:

English Language Arts: Sheffield Elementary School uses the Massachusetts State Standards as the basis for our ELA curriculum. The five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension form the backbone of our reading instruction and are addressed in whole class and small group lessons. Literacy programs in use in our classrooms include Wit and Wisdom (2-5) , Foundations (2-3), Heggerty Phonemic Awareness (2), Guided Reading (2-5). Selected texts from our Diverse Books Collection are also included in literacy lessons. Classroom instruction is data-informed; each child's reading progress is monitored through; teacher observation, Benchmark Assessment System (BAS), i-Ready and other assessments. Writing instruction is embedded in the Wit and Wisdom curriculum.

Math: Sheffield Elementary School uses the Bridges program as the basis for our math curriculum. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. (Source: www.mathlearningcenter.org)

Social Studies: In Social Studies, elementary students explore their relationships with others and their environment and the larger world. Our curriculum is directly connected to the 2018 Massachusetts History and Social Science Curriculum Framework and addresses the following domains: Civics, Geography, History and Economics. Content begins with local exploration and progresses with developmental understanding to more national and global concerns. Our youngest children begin with the study of their own immediate community: family, classroom, school, and local community. Later, their studies widen to their state, nation, and larger world. As children mature, they become ready to weigh political and historical issues. Students become competent and involved citizens through learning about local, regional and national geography, history, economics, and political systems. Social justice learning and current events will be interwoven throughout social studies units.

Science: In Science, elementary students learn to observe and explore the physical world around them. Students learn to make and test hypotheses through controlled experiments and observations. In accordance with the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework, children study the four strands: earth and space science, life science, physical science, and technology and engineering. Our program is sequential and inquiry based, encouraging students to utilize a variety of approaches in applying the scientific method, including hands-on exploration and observation.

Art, Library, Music, Physical Education and Science: Elementary School students receive weekly lessons in each of these subjects from specialist teachers. Children learn about library research and digital citizenship, explore the creative worlds of art and music, gain physical fitness skills and engage in hands-on science projects.

Responsive Classroom: All elementary schools in the Gill-Montague Regional School District incorporate the four Key Domains of Responsive Classroom: Engaging Academics, Positive Community, Effective Management and Developmentally Responsive Teaching interwoven throughout the school day. (Responsive Classroom, 2021)

Tiered Intervention: Multi-Tiered Systems of Supports (MTSS) is an instructional framework which uses multiple assessment tools in an ongoing way to understand students' learning needs. It is designed to support schools with proactively identifying and addressing the academic, behavioral, social, and emotional strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain learning. Each school has a Student Support Team that addresses intervention needs. Information about student involvement in interventions services is always communicated with families.

Title 1: Sheffield Elementary School provides supplemental services in reading under Title I of the Elementary and Secondary Education Act (known as Every Student Succeeds Act). Funding for these instructional services is provided by the Federal Department of Education through the Massachusetts Department of Elementary and Secondary Education.

School Wide Academic Support (TITLE I)

Gill /Montague regional School District receives Title I Federal Grant aid based on enrollment numbers and federal guidelines. These funds are used to provide academic assistance to students who are identified as at risk or unable to meet the state's content and performance standards in literacy.

TITLE I- Right to Know Provision

The Elementary and Secondary Education Act requires all local education agencies (LEA) to notify parents of all children in all Title I schools that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. This notice must be sent at the start of each school year. The notice does not itself contain the teacher information; it simply tells parents the types of information they may request. At a minimum, if a parent requests it, LEA/school must report:

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching;
- Whether the teacher is a teacher under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; and
- Whether the child is provided services by a paraprofessional and, if so, their qualifications. In

addition, if a child is assigned, or taught by a teacher who is not "highly qualified" for four or more consecutive weeks, the parents must receive timely notice. These and other communications with parents must be in an understandable and uniform format and, to the extent practical, in a language the parents can understand. If there is no other way to provide information, it should be provided in oral translation. Requests must be in writing to the principal. This applies only to Title I schools.

Student Support Team: When a teacher is concerned about the progress of a student, they can initiate a referral to the building-based Student Support Team. Members of this team include principal, school nurse, counselor, specialist, and related service providers, and teachers. Parents are sometimes invited when needed. SST is a forum that closely monitors a child's progress, identifies the need for additional interventions, develops an intervention plan and evaluates the impact of the plan. This group meets on a regularly scheduled basis.

Homework: Homework is important at every grade level, but fulfills quite a different purpose in the primary and upper elementary grades. Each classroom teacher will set expectations and teach routines for homework. We encourage all families to read with their children daily and/or provide quiet time for independent reading.

Homework in Primary Grades (2): We make every effort to engage families in their child's learning. Homework is one of many opportunities for family engagement. You can support your child's learning by developing predictable homework routines and talking with your child about their daily school experiences.

Examples of homework in the primary grades might include:

- Reading with your child daily.
- Playing simple spelling, reading or math games.
- Practicing songs or poems connected to the classroom curriculum.
- Completing math practice pages.

- Practicing reading and/or math skills using educational on-line programs.

Some homework assignments require a family member to work directly with their child. Adult-child collaboration is the key ingredient to successful homework.

Homework in Upper Elementary Grades (3-5): Students still need active parental interest and support but are becoming increasingly more independent. Homework is an important step in learning to develop strong work habits and responsibility. Homework is the opportunity that children have to practice emerging skills as they move through an increasingly complex curriculum, and it is important that daily assignments are completed. Teachers will post homework assignments in the ParentPlus Portal daily or whenever assigned.

Parent Teacher Conferences: Parent-teacher conferences are scheduled twice a year. These opportunities to meet face-to-face are invaluable, and all parents are strongly encouraged to attend during both sessions. Conferences are held on the half days during two afternoons in November and March and an evening session during the November conference. Please make all possible efforts to attend the conference. If you require a virtual meeting to attend your child's conference, please contact your child's teacher so they can create an invite. If you find a need to reschedule, please contact the teacher as soon as possible.

Assessment and Grading Policy: Teaching staff, students and parents need to receive frequent feedback in regard to the progress that a student is making towards mastery of the curriculum standards. To that end, the Gill-Montague Regional School District engages in a variety of assessment practices. Some practices are formative in nature and are intended to help a teacher and student know what teaching targets to cover on a day-to-day basis. Some practices are summative in nature and are intended to measure a student's performance at the end of a learning sequence.

Report Cards: Report cards will be distributed three times throughout the year in November, March, and June. The June report card will be mailed home.

Standardized Tests: The MCAS (Massachusetts Comprehensive Assessment System) testing is part of the state's efforts to monitor student achievement in grades three, four, and five. Testing occurs in the spring and covers the following grades and subject areas:

Grade 3 - English Language Arts (Literary Analysis, Research Simulation, Narrative Writing) and Mathematics

Grade 4 - English Language Arts (Literary Analysis, Research Simulation, Narrative Writing) and Mathematics

Grade 5 - English Language Arts (Literary Analysis, Research Simulation, Narrative Writing), Mathematics, and Science, Technology, & Engineering (MCAS)

The schedule for the MCAS tests, as well as information regarding the exam, will be sent home prior to the actual test administration.

Class Placement: Decisions regarding class placement are made by the principal in consultation with the teachers at the child's current grade in the spring. Parents or guardians who wish to

make a request regarding their child's placement should discuss the child's needs with the child's teacher at their spring parent-teacher conference and send a written letter to the principal explaining those needs. *The final deadline for considering any written requests is April 30.* Please do not ask for teachers by name, but rather describe the needs of your child. While requests will be given due consideration, they cannot be guaranteed. Creating well-balanced learning communities with highly functioning peer groups is our first priority. Adjustments due to enrollment changes just prior to the opening of school sometimes need to be made to maintain appropriate balance, so class lists are not finalized until the start of the school year. Classroom assignments will be included in the June report card. You can also expect a mailing from the principal and a Welcome Letter from your child's teacher in August.

Promotion and Retention of Students: *The Gill-Montague School Committee has approved the following policy in regard to the retention and promotion of students.*

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including the results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved. Exceptions will only be made after prior notification and explanation to the student's parents. The final decision will rest with the building principal.

Teaching & Counseling Interns: We are pleased that our learning community of Sheffield Elementary School is held in such high regard by the teacher preparation and school counselor preparation programs of the *School of Education* at the University of Massachusetts/Amherst, as well as other local universities that we are attracting increasing numbers of teaching and counseling interns who desire to complete their pre-practicum and/or practicum experiences here in *our* school.

Teaching and counseling interns work closely with experienced teachers or counselors to complete their training for licensure. It is a collaborative relationship that benefits all involved—students, interns, and staff. We look forward to welcoming this year's teaching and counseling interns to Sheffield Elementary School.

Field Trips: Field trips bring classroom learning to life and are relevant to classroom study. Written parental permission is required in all situations when students leave school grounds. Parent chaperones are often invited to accompany students but they must have a completed

CORI prior to any attendance. CORI forms are in the main office and require a driver's license as a form of picture ID. It can take approximately a few weeks to process, so plan accordingly if you'd like to chaperone. Field trips are a privilege, and safe appropriate behavior is expected at all times.

HEALTH, SAFETY AND WELLNESS

School Health Services: The School Nurse provides the safe administration of prescribed medication(s) and over the counter medication(s), and/or continues a given plan of treatment on any student. The School Nurse provides specific and confidential health education. There will be as needed contact with parents, teachers, and health care providers to ensure the student's needs are met. Most importantly, the School Nurse advocates for the rights of each individual student including those with special needs.

The School Nurse is responsible for an ongoing review of all students' immunization status per Federal and State guidelines on a continual basis throughout the student's academic career until graduation. There will be grade specific assessments of a student's height, weight, vision, hearing, and blood pressure done during the course of the school year.

IMPORTANT MEDICAL POLICIES YOU NEED TO KNOW:

When Your Child Isn't Feeling Well at School: Children are sent to the nurse by their classroom teacher for symptoms such as headache, stomachache, feeling feverish, vomiting and diarrhea. The nurse or other responsible adults will assess the child's condition and, if needed, ask the child to remain on the nurse's couch until a parent or other family member can be reached.

Other conditions requiring immediate action: Contagious conditions such as scabies, vomiting, diarrhea and fever over 100°F require that a child be sent home. The child may return to school when evidence is presented that the condition has been treated and it is no longer a contagious condition (Doctor's note). Please call our School Nurse, Suzanne Martino 863-7441 for advice on specific disease procedures.

Medication Policy: Your child may occasionally need to take medicine at school. For temporary disbursement of medicine, parents (children are not allowed to carry medicine to school) must bring the following:

- Medicine in the original container (prescription bottle) to school nurse (Some parents find it convenient to have the pharmacy give them 2 bottles, one for home and one for school).
- A signed note by parent indicating dosage and time to school nurse

When children need medication on a daily basis (prescription or OTC), parents must bring the following to our school nurse:

- Signed consent by parent or legal guardian on school form.
- Written medication order signed by your child's physician on school form.
- Medicine in its original container.

Please Note:

- This includes cough drops. Children may not carry cough drops to school. ● Medication will not be given at noon on early release days unless prior arrangements have been made with the school nurse.

Keep Your Child Home If They Display Any of the Following Symptoms:

- *Fever of 100 degrees or higher:* It is advised that a child stay home fever-free for at least 24 hours before returning to school.
- *Diarrhea:* If not caused by medication, children must be kept at home until symptoms clear.
- *Vomiting:* Children who have vomited must be kept home for 24 hours. ● *Impetigo:* This skin infection is characterized by sores that usually appear first in the facial area. Children with this condition must be on antibiotics for at least 24 hours, and all lesions should be dry before returning.
- *Strep Throat:* Your child must stay home until treated with antibiotics for a minimum of 24 hours.
- *Chicken Pox:* Children must be kept home as soon as the rash appears and remain home approximately one week, or until all sores are dry and scabbed over. Please notify the school when your child has the chicken pox so we may notify other parents of possible exposure.
 - *Conjunctivitis (Pink Eye):* This is a contagious infection of the eye characterized by a yellow discharge and tearing. The eye may be reddish in color and itchy. Children with this condition must be on antibiotics for at least 24 hours before returning to school and all discharge must be gone.

Allergy policy: Our goal is to keep every child safe and healthy. It is the parents' responsibility to inform our school nurse of any allergies your child has and any accommodations needed.

Life Threatening Allergy Policy: In our school community, we have children with potential Life Threatening Allergies (LTA). GRMSD has developed a Life Threatening Allergy (LTA) Policy Statement. This statement can be found on our district website (www.gmrdsd.org) and then click on the "GMRSD Policy Manual."

Due to Covid 19 restrictions and physical distancing, GMRSD will be **Nut Safe** while restrictions are in place. No nut products or food will be allowed in school buildings or offered through the school meal program. Please understand safety is our first responsibility and we hope we can all work together as a community to support all families and students that this may impact. We also ask that no outside food be brought into school for birthday/holiday celebrations. This policy will be reviewed annually, and further changes will be made as needed.

Living with severe allergic sensitivity is difficult and stressful. No one is more aware of the inconvenience caused by these conditions than the families who live with them. As a caring community, we want our school home to be safe and worry free for every child. Only then can we truly and joyfully focus on learning.

Please report any allergies that your child may have to our School Health Office. If you have questions concerning this policy, do not hesitate to contact me. Thank you for your understanding and support in

helping us to create a school that nurtures the physical and emotional safety of every child.

Please report any allergies that your child may have to our school nurse, Suzanne Martino.

Pediculosis policy: Gill-Montague Regional School District, in agreement with the American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control, recognizes that no disease process is associated with pediculosis (head lice), a common problem among school-children. However, since the condition can be transmitted to others, proper and successful treatment is essential. Research has shown that screenings in school do little to reduce the incidence of head lice, which is primarily spread by direct head-to-head contact. Pediculosis is best prevented when parents check their children throughout the school year at home. The school community will work cooperatively with families, using approaches recommended by public health and medical experts. Up-to-date resources on prevention, identification and treatment of head lice will be available from the school nurses and shared through school communications. The district program to manage head lice will be reviewed periodically in consultation with the district physician, school nurses and building administrators to ensure it is following best practice and meeting the needs of the district and its families.

GMRSD Head Lice Control Protocol at school:

- Families are encouraged to check their children regularly during the school year and anytime a child is having symptoms.
- The school nurse or other trained person will check a student's head if they are demonstrating symptoms, and if requested to do so by a parent.
- If active head lice are confirmed, the parent or guardian will be notified as soon as possible that prompt, proper treatment is needed. The child may remain in school until the end of the school day, but will be discouraged from direct or close head contact with others.
- Information on identification and life cycle of head lice will be provided through the school nurse, as well as guidance on treatment. The family is encouraged to contact their medical provider for recommendations and advice. Families should check all household members and notify all close contacts of the student.
- On return to school, the child must be accompanied by a parent/adult and report to the nurse's office for a head check and to review the treatment given. A student who has some remaining nits after treatment may stay in school. The focus for the family will be on following treatment instructions exactly, and on checking and combing the child's hair daily for the next 10-14 days at home.

- The student will be re-checked by the school nurse at weekly intervals for two weeks and as needed. School attendance will not be restricted. The nurse can offer extra help to families of children who are repeatedly or chronically infested, and provide reminders to the school community to regularly check children at home.
- If several cases of head lice are confirmed in a class, the school nurse will consult the district physician and building principal regarding the need for confidential letters home to notify parents/guardians of classmates.

Managing the Care of Students with Athletic Concussions: A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however, only occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also following the injury the student may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most students who sustain a concussion can fully recover as long as the brain had time to heal before sustaining another hit; but relying only on an student's self-report of symptoms to determine injury recovery is inadequate as many students are not aware of the signs and symptoms of injury,

the severity of concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes that return to play too soon, before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when a student sustains a concussion.

1. When a concussion occurs, the injured student should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.

2. Then a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury.

3. Engage the injured student in a battery of tests that include a combination of self-report symptoms, balance, and neurocognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the student to return to play.

Fluoride Program: Our school is fortunate to be able to offer students a weekly free fluoride mouth rinse program sponsored by Mass. Department of Public Health. Parents will receive a permission form to sign and return. Only children with signed permission forms may participate in the fluoride mouth rinse program.

Medical Files: Massachusetts state law requires that no child be allowed to enter school without the required immunizations. Parents will be notified in writing and by telephone if the students' records are not in proper order and are given a reasonable date to comply. The child will then be excluded from school until immunized as required.

All students are required to have a medical file that includes: Up to date immunizations,

- Birth certificate,
- Evidence of lead screening, which includes the results from the screening,
- A recent physical examination,
- Information of any known medical problem or condition.

School Nutrition Services

Breakfast in the Classroom: Breakfast is available at no cost and is available to all Sheffield students beginning at 8:30 am. Breakfast is available even if students eat at home before coming to school. Breakfast options follow the USDA Nutrition Standards and include a serving of fruit, ~ 1oz serving of reduced-sugar cereal or whole-grain option and 8oz of low fat milk. Students will have up to 15 minutes to eat, then their academic day will begin. Extra fruit or cheese sticks will remain in the classroom in a 'share bin' if needed by students before lunch as a snack. Families are asked not to send a snack from home so that the extra food from breakfast can be consumed.

Lunch: Lunch is free for all Sheffield students every school day. Our school lunches follow the USDA Nutrition Standards for school lunch programs. Meal calendars that detail breakfast and lunch offerings are distributed monthly.

Why are breakfast and lunch free for all Sheffield students?

Sheffield Elementary School participates in the Community Eligibility Program. For more information on this, please see

<http://www.fns.usda.gov/school-meals/community-eligibility-provision>.

Peanut/Food Allergies: Please notify school food service staff and inform the school nurse if your child has a food allergy. Sheffield cafeteria does not serve any peanut butter or peanut products and provides a safe and inclusive cafeteria environment. We have a designated allergy

friendly seating area to be used during meal times. Efforts will be made to ensure a child is not sitting alone in this area. Please refer to the GMRSD policy manual on the district website (www.gmrtd.org) for the full district policy regarding food allergies.

Payment Methods: You can prepay for milk, or additional meal items using the program <https://www.payforit.net>. To set up an account, go to www.payforit.net; you will need your child's student identification number, which you can get by contacting the kitchen manager, Mrs. Ann Annear at 413-863-7425. You can also pay with cash.

Please contact the Food Services director, Justin McCardle by calling 413-863-7506 if you have questions or need help, and visit the GMRSD Food Services webpage at www.gmrtd.org for more detailed information on the district's student meal charge policy, the PayForIt program, and USDA meal patterns.

If you are interested in additional information on the USDA school meal patterns and requirements please see the link below:

<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

Or call the Food Service Manager if any questions should arise: (413)863-7506.

Clothing: Please send your child with adequate clothing to keep them warm and dry. Recess is outside whenever possible. In general, when the outside air temperature and wind speed combined is greater than 20 degrees fahrenheit, students will be outside. Outerwear sufficient for outdoor play is required by all students every day. Children need to wear or bring boots, snow-pants, hats, jackets and gloves/mittens during winter weather. Winter boots will be stored when not needed and indoor shoes must be worn.

General Dress Code: Monitor the clothing that your children wear to school. It is important to create a learning environment that is comfortable, safe, clean, and not distracting to others. All students are to dress in a manner that does not violate established codes of respect, health and safety. Students are expected to be neat, clean, and orderly in appearance. When a particular outfit violates our dress code, is deemed offensive, or contributes in any way to the disruption of the school, the student will be asked to change. If the student does not have a change of clothing at school, parents will be called to bring in the proper footwear or garments. The dress code is to be followed at all times including extra-curricular activities (dances, field trips, etc.).

- Students should wear sturdy shoes safe for outdoor play. Footwear must fit securely to the foot for safety on the playground and stairs. **High-heels, flip-flops and other backless sandals are not permitted.** Slick-soled dress-up shoes are not safe on the playground. Sneakers are ideal and required on days when students have physical education.
- Students should avoid wearing fragrances. Many people are sensitive to body sprays/scented lotions/etc.
- Students are asked to respect the sensibilities of others in the community in their choice of T-shirts with written or symbolic messages. Any clothing with offensive pictures/statements or that promote drugs/alcohol/tobacco will not

be permitted.

- Extremely short, loose, or tight clothing such that the undergarments or body may be exposed; see through or transparent clothing should not be worn.
- Hats, hoods and other forms of headgear are not to be worn in the school building at any time (excluding religious reasons). A headband worn on the top of the head to keep hair back is permissible.

Dress for Physical Education: Students usually go outside for the physical education class. Appropriate dress is needed such as a sweatshirt, jacket, snow pants, etc. Sneakers are required for physical education class. Students are asked to remove dangling or dangerous jewelry

Attendance: All 2nd through 5th grade students whose parent(s) reside in the town of Montague are eligible to attend Sheffield Elementary School. All parents with children of 1st through 5th grade must either enroll them in public or private school or submit a plan for home schooling that is approved by the Superintendent and the Gill-Montague School Committee.

Student Absences: Regular and punctual school attendance is essential for success in school. School staff view it as one of our responsibilities to support families in ensuring that their child/ren meet this important expectation. In addition to communicating with parents if attendance problems arise, school staff will work with families to create a plan for successful school attendance. This may include partnering with outside social service agencies.

Parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. A child may also be excused for other exceptional reasons with approval of the Principal or designee. Parents can help their children by not allowing them to miss school needlessly. **Students are expected to be in class 180 school days.** Massachusetts State Law requires an attendance rate of 93% or no more than seven absences in a six month period. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

- It is the responsibility of parent(s)/legal guardians, whenever possible; to make appointments and plan vacations which do not conflict with regularly scheduled classes or school activities.
- It is the responsibility of the parents(s) to notify the school when a student is absent. A parental statement is required indicating the reason for absence. Notes from parent(s) will be kept on file at the school, as they may be needed for documentation purposes. However, when the validity of the communication is questionable, the school will attempt to establish its authenticity.
- In the event of a student's absence, the absence will be considered to be accruing

toward truancy as defined in Massachusetts statutes.

- A student who is participating in a school-sponsored activity and has received the prior approval of the principal will receive an excused absence. An unexcused absence is defined as any absence in which a student is absent from class without approval of the school administration.
- Each student is responsible for making arrangements with teachers for the instruction missed during any absence approved by the school administration.

Student Absence Notification Program: Every child's daily school attendance is tracked according to state mandate. A Parent/Guardian is expected to call the school any day their child is absent by 8:30 a.m. A note from the doctor is required for an extended medical absence of three days or more. Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies. When absences or tardies become chronic it affects your child's learning experience and possibly their grades. Therefore we have developed a progression response to absences and tardies.

School Choice: Families from outside the town of Montague can send their children to Sheffield Elementary School if there is an available seat. Families who are opting to choose their children into Sheffield can apply online and submit their application to the Superintendent's Office, which handles matters relating to school choice. Families are notified by letter directly from the Superintendent's Office and need to register at the Office of Pupil Services upon receiving confirmation of acceptance.

School Calendar: The school calendar is set by the Gill-Montague School Committee. Students attend a minimum of 180 days of school. There are a series of scheduled half days that are set aside for professional development and parent-teacher conferences. The full school calendar for 2021- 2022 is included in this booklet. Please check the calendar for the half days in order to make necessary child care arrangements.

School Resource Officer: We are pleased to collaborate with the Montague Police Department to maintain a safe and welcoming school community. The main duties of the School Resource Officer (SRO) is to develop rapport with the students and staff, work to provide preventative help and services to students and families, supporting plans for crisis management, and serving as a contact for services within and outside the school. The SRO is based in the secondary building but spends time in each district school.

Reporting of Abuse and Neglect: Staff members of Sheffield Elementary School are

mandated reporters of child abuse and neglect.

What is abuse & neglect? Abuse can take many forms including physical, verbal, emotional, and/or psychological injury. Neglect includes both physical and emotional neglect. **How does abuse or neglect come to our attention?** Sometimes a child may display physical evidence of abuse. Other times, a child may disclose that he or she is experiencing abuse while in the care or presence of an adult in his or her life. Sometimes, a child may act out, behave out of character, attend school irregularly, and/or appear unclean and uncared for.

What is our process? When suspicion of abuse or neglect comes to the attention of an adult staff member, members of the school's crisis team consult to discuss the child's case. Members of this team include the principal, the school nurse, and the school counselor. A decision is reached regarding whether there is evidence to support filing a 51A petition with the Department of Children and Families (DCF). When filing a 51A the school is not obligated to contact the parents/guardians.

Animals in school: Any fur bearing animal is susceptible to the serious and fatal disease of rabies. Infected animals can transmit this disease to students and staff. Based on the recommendation by the Massachusetts Department of Health and Education, the following animals are expressly prohibited from Gill-Montague Regional Schools unless an exception is approved, in advance, by the principal.

Wild animals and stray-Due to the high incidence of rabies the following are prohibited in the school building or on school grounds; bats, racoons, skunks, foxes and other wild carnivorous animals.

Venomous Animals: Spiders, venomous snakes, insects, reptiles and lizards are prohibited from the school building and school grounds for safety reasons. LEGAL REF: 28 C.F.R. Part 35.

SCHOOL COMMUNITY AND STUDENT EXPECTATIONS

Sheffield Elementary School Council: Pursuant to Massachusetts General Laws (Chapter 71, Section 59C), every public school in the Commonwealth must have a School Council. The role of the Sheffield Elementary School Council is to identify and prioritize the needs of the Sheffield Elementary School community and to advise the Principal in the development and implementation of the Sheffield Elementary School Improvement Plan. The Sheffield School Council meets monthly from October to May. These meetings are open to the public.

The School Council is co-chaired by the Sheffield Elementary School Principal and a member chosen by the group at its first meeting. Council members are elected annually for two year terms. The election will take place at the beginning of the school year. Parents who have been serving on the Council are welcome to re-submit their names. The Council also has staff representatives chosen by their peers, and a community volunteer representative appointed by the Principal.

Friends Of Sheffield: Friends of Sheffield (FOS), our parent/teacher organization, is open to all teachers, parents, guardians and grandparents. Attendance at every meeting is not mandatory and all are welcome. FOS meets once a month. Meeting times are announced in our monthly

newsletter and on our website calendar. Childcare is provided. FOS is important to providing support for many of the family events and “extras” that make the elementary school experience so memorable. It is an excellent opportunity to meet other parents and work together on projects that benefit the entire school community. The FOS sponsors events during the school year, such as a Pumpkin Carving party, Valentine’s Dance, Spring parade, etc. Fundraising by the FOS supports vital opportunities, such as field trips and enrichment programs. Families can support the FOS by participating in fundraisers and volunteering to help at FOS events and programs. Our FOS also helps to foster positive connections between the school, parents, families, and our larger community. Please join us.

HOME-SCHOOL COMMUNICATION

Contact information: We must be able to reach you in an emergency. We need the names and current contact information for people whom you designate to be contacted whenever you are not immediately available for your child in an emergency. Please complete and return the Student Data Verification Sheet which is sent home on the first day of school. Notify the office of any changes that occur during the school year.

IMPORTANT!

Immediately inform the school office when there are any changes in your contact information, including alternate contacts.

Establishing Good Lines of Communication: Good communication takes effort from both sides. Whenever you have concerns about your child’s progress or classroom experience, we urge you to contact your child’s teacher first. If you have concerns about your child’s broader school experience please contact your child’s teacher. If you feel an issue has not been resolved, please contact the principal or assistant principal. Ongoing communication resources include Remind app, bi-monthly school newsletters, Facebook, and our school and district websites. *Please also see the School District Communications Guide for more information.*

Open House and Family Events: Children are eager to show off their classroom and introduce their teacher to their parents at Open House. It will take place in early fall and a flyer announcing the date and time will be sent home well in advance. Family nights are held throughout the year and will include many different kinds of fun, educational and social events. Spending time with your Sheffield Elementary School family is a good investment in your child’s education and always lots of fun. These events are free and everyone is invited. We hope to see you here.

Parent Participation in School: At Sheffield Elementary School we welcome and foster the active participation of parents and other caregivers in the life of our educational community. Parents can participate in a variety of organizations, including the Sheffield Elementary School Council and the Friends of Sheffield. Parents can also volunteer to help in many ways including: assisting teachers in classroom projects, participating in school-based events and accompanying classes on field trips. Opportunities for family participation vary by classroom and grade level

please check in with your child's teacher for additional information. Volunteering in your child's school is a great way to build connections in our community.

Volunteer Guidelines: While volunteering, we ask that you follow these guidelines:

- Complete a CORI check before beginning to volunteer.
- Sign in and out at the office.
- Wear a name tag at all times.
- Model respect for the school, school personnel, and school policies at all times. ● Have students address you by your preferred title and your last name. This aligns with our current practice to address Sheffield Elementary staff members.
- Use the adult bathroom located next to the main office.
- Silence your cell phone while you are volunteering or attending a school event. ● We discourage any physical contact with students except in the case of an emergency. If a child is hurt you may provide assistance and then immediately call for help. ● If a child begins to share concerning information with you please alert the classroom teacher or the building administrator.
- Notice the language teachers and staff use with children to encourage their learning and to remind them about school rules. Asking questions that require reflection helps increase student learning. Telling students what you specifically notice about their work reinforces learning much more than phrases like "good job" or "nice work".
- Respect the scheduled time frame established by the classroom teacher and follow his or her guidance.
- Be only in the appropriate place for designated volunteer activity.

CORI: Each adult must complete a CORI check prior to volunteering in any capacity that involves contact with students, including accompanying field trips. This entails filling out a CORI request form that parents can obtain from our school main offices or the Superintendent's Office. Parents also need to provide a form of photographic identification such as a driver's license. All requests are then processed through the Superintendent's Office. It is important that parents who want to attend field trips submit their CORI request form in a manner that allows time for **processing which can take up to 2 weeks**. Parents are encouraged to submit their request at the start of each school year to be covered for any events that may arise.

Visitors: Keeping schools safe is a primary concern for all schools. As a parent or guardian, you are welcome to visit your child's classroom. Please always call ahead to arrange a visit. Sign in at the office and pick up a name tag before proceeding to the classroom.

**See Appendix for policies on parent access to specialized programs.*

If you are a "School Choice" visitor or interested in observing at Sheffield Elementary School for other educational reasons, please call ahead so that we can arrange for you to meet with our principal and visit a number of classrooms. When you arrive at the school, please check in at the

main office and get a visitor badge.

As a visitor you need to know...

- To use the adult bathrooms next to the office.
- Every teacher has their own way of welcoming visitors in their rooms. Please follow the lead of the teacher.
- Please keep your interaction with the teacher to a minimum so that classroom routines, teaching and learning are not disturbed.
- Classrooms and children may not be photographed.

Behavioral Expectations: We all aspire to an environment that is safe, caring and supportive of every individual in our community. That environment is created every day by the way we live together, speak, and act towards each other. All rules that are created, and the logical consequences that follow when rules are broken, pertain to our goal of creating an environment that is safe, caring and supportive, and where children experience the joy of learning.

School Rules: Productive participation in the educational community requires respect, responsibility for our own actions, and willingness to learn from our mistakes. Each year, every teacher guides the children in their classroom to create a set of rules based on the class' hopes and dreams for the year and the Golden Rule: "Treat others as you wish others to treat you."

Learning self-regulation and the skills of pro-social interaction is a process for young children. We understand that delayed gratification and understanding another's perspective takes time and can present a difficult learning curve. One of the bedrock beliefs of the Responsive Classroom philosophy is that the social curriculum is as important as the academic curriculum and that it must be consistently modeled and actively taught.

Sheffield School Rules:

- Be safe and in control
- Active listening to all
- Take care of all school materials and keep a clean school environment
- Be kind, helpful, and have fun
- Believe in yourself and believe in each other

Cell phones/ I-watch

At Sheffield cell phones are permitted on school property. They should be placed safely inside backpack's in either silent mode or off so they do not disrupt instruction during the school day. The school is not held responsible for lost, damaged, or stolen electronic devices. All phones are brought on campus at your own risk. If an electronic device disrupts instruction, first the teacher will give a friendly reminder to turn it off. If the device disrupts a second time, the device will be confiscated and brought to the office and the student can pick it up at the end of the day.

Since your child is expected to have their device on silent or off, if there is an emergency please call the school office at 863-9326 to get a message to your child.

Code of Conduct:

1. Students must follow established rules and procedures for safety.
 - a. Children must walk in an orderly manner and maintain absolute silence during fire drills.
 - b. Students must always walk to buses in an orderly manner, wait for buses to stop, and wait for adult direction before approaching buses.
 - c. Students must act safely and respectfully on school buses.
 - d. Students must always walk in school hallways and stairways.
 - e. Students must be in appropriate assigned areas in the school building and on the playground.
 - f. Students must only bring to school items that are necessary for school. Students should never bring any weapon or items that could be harmful, dangerous, or unsafe onto school property, onto school buses, or to school events. This includes matches and jackknives. Please note that bringing a weapon or dangerous object to school may lead to immediate suspension, even expulsion. Jewelry that might be considered dangerous, e.g. large rings, neck chains, belt chains, etc., are not allowed. All endangering or illegal items or actions will be responded to in accordance with state or federal laws and with regard to the safety of the school community.
2. Students' physical and verbal interactions toward staff must be safe, kind, and respectful.
3. Students' physical and verbal interactions with other students must be safe, kind, and respectful.
4. Students' actions and words must be respectful of diversity and differences.
5. Students must use peaceful and respectful means to resolve conflicts or disagreements.
6. Students' actions must be fair and inclusive of others.
7. Profanity or obscenity in words, actions, or written material is not acceptable.
8. Students' actions and words must be respectful of the learning environment and the rights of others.
 - a. Students must follow expectations for behavior in common areas of the school such as the cafeteria, auditorium, and hallways.
 - b. Voice levels must be appropriate for the occasion/area.
 - c. Students must follow established classroom rules/expectations.
 - d. Students must follow adult directions.
9. Students must respect and take appropriate care of school property and the property of others.
10. Students must be honest and truthful.
11. Students must only bring to school items that are necessary for school. a. The following items should not be brought to school: Candy, soda, gum, large amounts of money, cameras, stuffed animals, action figures and other toys, including balls, trading cards, skateboards, electronic toys and items including, iPods/mp3 players, electronic games, walkie-talkies, and laser pens.
12. Students have a responsibility to attend school regularly and on time.

Discipline Procedures: Any topic that is covered by Massachusetts General Law and outlined in the Sheffield Elementary School Student Handbook is covered in accordance with Chapter 71: Section 37H and contains policies set by the GMRSD that supports the education of all students in a safe school.

Our first goal in responding to student misbehavior is safety; our second is education. All of our efforts are directed to three equally important outcomes:

1. Students will understand appropriate school behavior and develop the ability to act respectfully and responsibly in our school environment. This involves learning from mistakes, growing in one's ability to self-regulate and accepting logical consequences for inappropriate behavior/actions.
2. All students will feel physically and emotionally safe from harm.
3. The right of all students to an uninterrupted opportunity to learn is respected and maintained. This includes not allowing the disruptive actions of an individual to prevent teaching and learning to proceed in a calm and orderly manner.

In order to provide excellent education, Sheffield school believes that a partnership between itself and families is critical. If for any reason a student needs support with his/her behavior, school staff will communicate with parents in one of the following ways; phone calls, email, texts, written notes, or through face to face meetings. We welcome questions, concerns or comments at any time.

Steps to Self Regulation and Control: Outlined below are the steps taken at Sheffield Elementary School to help students maintain self-control, or regain it when lost. Please note that in the event that a child's inappropriate behavior becomes chronic, seriously disruptive, or potentially injurious to self, property, or others, we will skip immediately to step 3, 4 or 5.

1. An adult may remind a misbehaving student of the rules and expectations. Children may be asked to demonstrate the proper behavior (such as walking in the hallway.) There may be reassignment of seats, project partners or a re-direction of the student's action.
2. If a child continues to disregard a rule or becomes disruptive when reminded of the rules, the child may be given a short time period and place to regain self control. We call this "Take-A-Break." TAB usually happens in the child's own classroom, but if repeated breaks are required, a child may be sent to take-a-break in a neighboring classroom.
3. Logical consequences or loss of privileges, including a social conference during recess up to 15 minutes only, may be applied for misbehavior that disrupts the learning environment or the order of the school. These steps are usually sufficient to assist most children to gain control of themselves and to act appropriately, however, in some instances further action is needed.
4. After-school responsibility: Students may be required to stay after school for more serious infractions or for chronic or repeated infractions. Parents will receive prior notification.
5. If distracting or disruptive behavior is serious or continues, the principal may be involved. The child may be removed to a separate location where he or she will be

helped to problem-solve and to change the pattern of non-productive behavior. The student may also be assigned classroom work to complete during this time. Logical consequences will be applied, taking into consideration the severity and frequency of the behavior, the child's age and developmental level, and the particular circumstances. The goal is that students reflect and learn from their behavior and then return to productive academic work in the classroom as soon as possible. Parents will be notified of continuous and/or serious issues.

Smoking on School Premises

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

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

STUDENT SUPPORT SERVICES

The staff of Sheffield Elementary School is committed to providing appropriate programming to our students. All children develop in their own unique way and this varying rate of development sometimes results in a child progressing slower or faster than his or her grade-level peers. When concerns arise, there is a process for addressing these issues. Initially, parents are encouraged to share their concerns about their children's academic or social development directly with the classroom teachers. If this does not resolve the concerns, parents can also involve the Principal. In addition, there are more formalized processes for addressing concerns.

Counseling Services: At Sheffield Elementary School we understand that a child's emotional and social well-being is central to an overall healthy development. We provide curriculums that are aimed at developing specific social skills to all students in their classrooms by trained staff. We also offer individual and small group counseling with a trained adjustment counselor for students as the need may arise. Please contact your child's classroom teacher, nurse or the adjustment counselor if you have concerns.

Homelessness: If, for any reason, you find your home situation such that you do not currently have a place for your family to live, you need to know that the school district will help you by making sure that your children can still attend their schools on a daily basis, receive transportation, meals and all additional supports to help you in such a difficult time. This is not

only the right thing for us to do; it is also both federal and state law. Don't wait. Please contact the Principal at 863-9326.

Section 504: In accordance with the *Americans with Disabilities Act*, students in need of accommodations that enable them to access their educational programs may qualify for a 504 Accommodation Plan. To be protected under Section 504, a student must:

- have a physical or mental impairment which substantially limits one or more major life activities
- have a record of such impairment; or
- be regarded of having such an impairment

Section 504 will help assist them in achieving their educational goals even if they do not need to be in a specialized educational program. If you suspect that your child is eligible for accommodations under Section 504, please direct your referral to the principal of Sheffield Elementary School.

Individualized Educational Program (IEP): The Special Education program at Sheffield Elementary School provides services to students in a variety of placements. An Individualized Education Program (IEP) is written for those students in need, based on his/her type of disability and his/her unique strengths and weaknesses. The program is met through a variety of services including but not limited to inclusion interventions, resource room assistance, alternative educational planning, self-contained classrooms, and/or modifications in the regular classroom. Students and parents are afforded rights under federal and state law, IDEA, Individuals with Disabilities Education Act which was reauthorized in 1997. Questions can be directed to the Special Education Department and/or Principal.

Notice of Rights Pursuant to RSA 186-c:16-B, Statute of limitations for Special Education: State and federal education laws require that school districts offer a "free and appropriate public education" to all children with disabilities. Educationally disabled children are defined as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma. A "free and appropriate education" consists of specially designed instruction and educationally related services in accordance with an "individualized education program" developed by the school district in consultation with the student's parents/legal guardians.

If you suspect that your child has a disability and qualifies for such special services, you may make a written referral requesting that the school district determine your child's eligibility. Such referrals should be addressed to Dianne Ellis, Director of Pupil Services.

Parents' Access to Specialized Educational Programs: The Gill-Montague Regional School District welcomes parent participation in their student's educational program. Parents are an important member of the TEAM process and need to be involved with their student's education in order to maximize their student's success at school. An amendment to the state special education law (Chapter 363 of the Acts of 2008) requires school districts to provide timely and sufficient access to a child's current or proposed special education program. This access is for

parents, or their designees, which include parent-designated independent evaluators and educational consultants

In order to protect other students' safety and confidentiality and to minimize disruption to the educational process, the following steps must be implemented in order for parents or their designee to observe their child's special education program.

1. Parents must call the building principal to request the observation in advance. Parents should provide the following information: name of person, role, and the purpose of the evaluation. Parents should give at least two possible dates and times for the requested observation.
2. The building principal will notify the Special Education Director of the request for the observation and the proposed dates.
3. The Special Education Director or the Education Team Chair will contact the parent or designee to schedule the observation on a date which is mutually agreed upon. Factors to consider include the scheduled activity for the program, student needs, and staff availability. The time of observation should not exceed 80 minutes.
4. If parents request that their designee has access to the student's record, the request must be made in writing.
5. The parents or designee must sign a confidentiality document which prohibits them from discussing any student (except their own) whom they may observe in the school. The observer cannot photograph, record, or videotape any aspect of the school, and should keep extraneous materials to a minimum.
6. The Special Education Director or Educational Team Chair will accompany the parent or designee during the observation and will take notes regarding student and staff actions, and will be available to answer the observer's questions.
7. The team may be available for a short period of time to answer questions, as long as this does not disrupt the children's learning.

GMRSD Calm Down Room Use Protocol: *A Calm Down Room (CDR) is used as a behavioral support of last resort when a student is displaying behaviors which present an unsafe or overly disruptive situation in the classroom. The CDR is used as an exclusionary time-out for students when they are unable to regulate their emotions after all other interventions have proven ineffective. These other interventions include Responsive Classroom techniques, Zones of Regulation techniques, and Sensory Supports. The CDR is not used for the purpose of punishment.*

1. When the decision is made to escort a student to the CDR, a staff member should call for assistance via walkie talkie. Whenever possible, two staff members should supervise CDR use.
2. When a student is escorted to the CDR, a staff member should remain in the CDR. 3. The second staff member should remain outside the Calm Down Room to set a 5 minute timer, to observe the student, and to take notes regarding the student's attitude, posture and speech (see CDR observation notes form).
4. While in the CDR, the staff member will offer at least one support strategy to the student such as the following:
 - a. Relaxing quietly on pillows

- b. Tossing pillows around
 - c. Deep breathing
 - d. Counting backward from 10
 - e. 7 Squeezes
5. If the staff member must leave the CDR to maintain their physical safety, they must continue to directly supervise the student through the window and return to being inside the room as soon as possible.
6. After 5 minutes have elapsed, the staff member will check in with the student to assess readiness to return to class. If the student is ready, proceed to Step 8. If the student is unable to regain control after 5 minutes, the staff member will again offer the support strategies listed in Step 5.
7. Once the student has regained control, the staff member will establish a plan for returning to the classroom. The following steps will be taken:
- f. The student will be reminded of the classroom rules.
 - g. The student will be reminded of strategies for self-regulation.
 - h. The student will be coached in offering an apology of action (verbal apology, repair of classroom materials, steps for completing missed work).
8. Any use of the CDR beyond 20 minutes must immediately be reported to the principal for consultation and review.
9. In some instances, Mobile Crisis Services (413-774-5411) may be called to offer further assistance.
10. A "Report of Calm Down Room Use" must be completed for each use of the CDR and brought to the principal for signature. This report will be sent to the student's family via the home-school folder on the day of Calm Down Room use or the parent/guardian will be contacted through other means that same day.

Restraint: In extreme cases, when a student's actions are endangering themselves, others, and/or school property, physical escort and/or restraint may be necessary. In all cases, the guidelines of 603 CR 46.00 will be followed. The school has personnel who receive yearly training for and are certified in physical restraint. Each incident of restraint is thoroughly documented and communicated to parents and the Superintendent's Office.

Discipline for students on Individualized Education Plans or Section 504 plans: All students are expected to meet the requirements for behavior as set forth in this handbook. The Individualized Education Program (IEP) developed for the identified students with disabilities eligible for special education services will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires modifications. Any modifications will be described in the IEP. The suspension/expulsion of students with disabilities shall be handled in accordance with the Discipline Procedures outlined in the Federal Special Education Regulations, Sections 300.519-300.529.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a

change in placement.

2. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team will convene a Manifestation Determination.
3. If the Team determines that the behavior is **NOT** a manifestation of the disability, then the district may suspend/expel the student consistent with policies applied to any student without disabilities. With the exception that the district must still offer an appropriate educational program to the student with disabilities which may be in another setting.
 - a. Regardless of the Manifestation Determination, the district may place the student in an interim alternative setting (as determined by the Team) for up to 45 days. If the behavior involves weapons/illegal drugs/other controlled substance or the infliction of serious bodily injury on another person while at school or at a school function; or
 - b. If the district provides evidence that the student is “substantially likely” to injure themselves or others and a hearing officer orders the alternative placement; and c. The interim alternative education setting enables the student to continue in the general curriculum to continue receiving services identified on the IEP, and provides services to address the problematic behavior.
4. If the team determines that the behavior **IS** a manifestation of the disability, then the district takes steps (with the consent of the parent) to complete a functional behavioral assessment and behavioral intervention plan and does not suspend the student again during the school year. If a behavioral intervention plan is already in place, the team reviews it and modifies it as necessary. The team may modify the student’s IEP and/or placement.
5. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district agree otherwise.

Procedures for discipline of students not yet determined eligible for special education: A child who has not yet been determined to be eligible for special education and related services will be provided the student disciplinary protections under IDEA if the District has a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The District shall have knowledge that the child is a child with a disability if: (1) the child’s parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the parent of the child had requested a special education evaluation; or (3) the child’s teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

APPEAL PROCESS FOR DISCIPLINARY ACTION

Students, parents or guardians disagreeing with a disciplinary decision may make an appeal. However, if a suspension is assigned, the appeal must be made prior to the date of suspension or the suspension must be served. When appealing a disciplinary decision, remember to start with the person who gave the sanction to begin with. To maintain a valid appeal, the following steps must be followed in order. Avoid skipping over people. You will likely be asked to go back and speak directly with the person you skipped. Here is the order to use:

Staff Member (teacher, custodian, guidance counselor, nurse, cafeteria worker, etc.)

Principal

Superintendent

School Committee

1. Speak directly with the person giving the discipline at an agreed upon time. Be prepared to list your reasons for disagreeing with the decision. Explain how the decision may be in violation of the student handbook. Consider offering mediation as an alternative. Sometimes talking things out with a third party can also make relations better for the future.
2. If you have not received satisfactory results and wish to take the issue further, go to the next level. This time put your concerns in writing. Make sure to explain what happened, who was involved, when the incident took place and any other relevant information. Sign your name clearly so the person you are appealing to can get back to you.

SUSPENSION/EXPULSION/ APPEAL PROCESS **DUE PROCESS FOR SUSPENSIONS**

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the

superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the

school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of

whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status,

and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

The Gill-Montague Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

General Laws Chapter 76, Section 5:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**

B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person's protected status may include, but is not limited to:

Degrading, demeaning, insulting, or abusive verbal or written statements; Taking personal belongings, taunting, teasing, name-calling, or spreading rumors; Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property; Telling degrading or offensive jokes; Unwanted physical contact of any kind; Physical violence, threats of bodily harm, physical intimidation, or stalking; Threatening letter, emails, instant messages, or websites that come within the scope of the District's disciplinary authority; Defacing, damaging, or destroying school or another's property.

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school

community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s). If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights Coordinator:

Lisa Desjarlais, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
lisa.desjarlais@gmrsl.org

Title IX Coordinators:

Dianne Ellis, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
dianne.ellis@gmrdsd.org

Section 504

Melissa Pitrat, 43 Crocker Avenue, Turners Falls, MA 01376, 413-863-7420,
melissa.pitrat@gmrdsd.org

Title II Coordinator:

Jeanne Powers, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
jeanne.powers@gmrdsd.org

V. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),

6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

In addition, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

VI. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant of specific types of interim measures available, which may include measures to avoid contact with the alleged harasser, allowing employees to change work situations as appropriate, or prohibiting an alleged harasser from having any contact with the complainant pending the results of the District's investigation. At any time, a complainant may request either orally or in writing to the Civil Rights Coordinator(s) that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator(s) to the complainant within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinators. The Superintendent or his/her designee will respond to such request within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VII. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the

contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VIII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

IX. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145
Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Telephone: (800) 669-4000 <http://www.eeoc.gov>

Bullying, Harassment, Hazing

It is the policy of the Gill-Montague Regional School District to provide a learning and working atmosphere for students, employees and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are referenced herein as "harassment". Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability, or for any other reason.

Reports of **cyberbullying** by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber harassment will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for **cyberbullying** will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

It is the responsibility of every employee, student and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

Definitions

"Sexual Harassment" means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures/cartoons or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts or other activity referred to by the Model MCAD policy prohibiting such behavior. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment.

"Bullying and cyberbullying," means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges.

The term **"hazing"** shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

GMRSD Bullying Policy and Procedures

Reporting by Staff

School officials and employees are required to report any suspected incidents of bullying as required by M.G.L. c.71, §37O(e). Staff members are to report any suspected acts of bullying to their building administrator, who in turn is responsible for conducting an investigation and notifying the Superintendent of Schools. Reports may also be made directly to the Superintendent of Schools if appropriate or desired.

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reporting by Students, Parents, Guardians or Others

The Gill-Montague Regional School District expects students, parents or guardians, or others who witness or become aware of an instance of bullying or retaliation involving a member of the school community to report it to the principal or designee. Reports may be made anonymously, ***but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.*** Students, parents or guardians, or others may request assistance from a staff member to complete a written report. The district's bullying report form is found in Appendix B. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

At the elementary level, students will be encouraged to discuss incidents of bullying with their classroom teachers, adjustment counselors, a trusted adult staff member, or with the principal or designee. Oral reports will be reduced to writing by the adult listener as necessary.

At the middle and high school levels, students will be encouraged to report incidents of bullying through all means available, including the online reporting form found on the district website as well as the Safety Tip Line. Students will be encouraged to reach out to a trusted teacher or other adult staff member, a guidance counselor, or the principal or designee.

Responding to a Report of Bullying or Retaliation

We pledge to take each alleged incident of bullying seriously and will conduct a thorough investigation following the same process and procedure for all reported incidents in the Gill Montague Regional School District.

Disciplinary action taken will be consistent with the policies and guidelines established by the Gill Montague Regional School District as indicated by district policy and student/staff handbooks.

Parents, students, staff and community members need to be aware, however, that disciplinary action will not be taken against any alleged aggressor based ***solely*** on an anonymous report.

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 from the alleged aggressor.

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

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 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.

The principal or designee will make an immediate assessment regarding the safety of all individual students involved. If the incident reported involves off-campus bullying or cyberbullying, a determination will be made if there is an immediate threat to any students involved. If there is a positive determination, a report will be made immediately to the Gill Police Department. Further actions will be coordinated with our School Liaison.

If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be made immediately to the Gill Police Department. Further actions will be coordinated with our School Liaison.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a Safety/Conduct Plan with the students involved. The parents or guardians will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan.

Obligations to Notify Others

Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be

consistent with state regulations at 603 CMR 49.00, and will occur in writing either through email or written letter as well as via telephone. Every effort will be made to contact the parent or guardian in person, so it is imperative that parents or guardians maintain up-to-date contact information with the school district.

Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00

Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the Montague Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements between the Gill-Montague Regional School District and the Montague Police Department. Also, if the 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 Montague Police Department if he/she has a reasonable basis to believe that criminal charges may be pursued against the 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 Liaison assigned by the Montague Police Department and other individuals the principal or designee deems appropriate.

Investigation

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation 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.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. One effect of this act is to make school records (including disciplinary records) a private matter. This means that the school district

is ***prohibited*** from sharing any information in a student's record – including disciplinary information – to third parties without parental consent.

Massachusetts General Law similarly prohibits the dissemination of any student record information to third parties without parental consent (MGL 603 CMR 23.07[4]). The result of this is that school officials may not divulge how they have disciplined a student, even the parents of the target in the incident. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

The principal or designee will maintain a written record of the investigation [see Appendix B].

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations, and have been outlined on the Bullying Incident Reporting Form [see Appendix B].

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefiting from school activities. The principal or designee will: (i) determine what remedial action is required, if any, and (ii) 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 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 (FERPA and M.G.L. 603 CMR 23.07). 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 regarding the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be made aware of in order to report violations.

Incident Reporting form attached.

*please also see gmrsd.org or any school office for a harassment/bullying/civil rights violation reporting form.

LEGAL REFERENCES

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act.
3. Chapter 151 C, Massachusetts General Laws

4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

First Reading: March 9, 2010

Voted and Adopted: March 23, 2010

APPENDIX A

ASBESTOS NOTIFICATION

This notification is required by the –
ASBESTOS HAZARD EMERGENCY RESPONSE ACT- (AHERA, 40 CFR Part 763
of Title II of the Toxic Substances Control Act)

Asbestos management plan documents are available and accessible to the staff and public at each individual school site of the district and Central Office (Facility/Energy Manager Office).

The high school/middle school no longer has a requirement for the asbestos plan due to the abatement done during the 2005 renovation. You may contact the Principal at each school to view the document.

APPENDIX B
GILL-MONTAGUE REGIONAL SCHOOL DISTRICT
INCIDENT REPORTING FORM

☐ **Bullying** ☐ **Sexual Harassment (Title IX Violation)** ☐ **Civil Rights Violation**

1. Name of Reporter/Person Filing the Report:

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

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

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

Your contact information/telephone
number: _____

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

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

6. Information about the Incident:

Name of Target (s) (of behavior):

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

Date(s) of Incident(s):

Time When Incident(s) Occurred:

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

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

Name: _____ **Student** **Staff** **Other** _____
Name: _____ **Student** **Staff** **Other** _____
Name: _____ **Student** **Staff** **Other** _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please attach additional pages if necessary.

9. Signature of Person Filing this Report: _____ **Date:**

(Note: Reports may be filed anonymously.)

APPENDIX C

ACCEPTABLE USE POLICY -TECHNOLOGY

The Gill-Montague Regional School District shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Gill-Montague Regional School District. Violations of law may result in criminal prosecution as well as disciplinary action by the Gill-Montague Regional School District.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Gill-Montague Regional School District as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Gill-Montague Regional School District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Gill-Montague Regional School District shall not be responsible

for ensuring the accuracy or usability of any information found on external networks.