

Grafton Public Schools
Parent/Student Early Elementary Edition
Handbook

Pre-school to Grade 1
2021-2022

The mission of the Grafton Public Schools is to prepare all students to be life-long learners and responsible citizens.

North Grafton Elementary School -Ms. Julie Flynn, Principal
South Grafton Elementary School- Mrs. Doreen J. Parker, Principal

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

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

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

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

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

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

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

IMPORTANT TELEPHONE NUMBERS Absentee Line NGES 508-839-5483 SGES 508-839-5484

This automated voicemail is activated from the end of each school day at each building so that parents or guardians can call the school to let us know if your child will be absent from school. When the voicemail picks up, please provide the following:

*Your name *Your child's name

*Teacher's name *Reason for absence

The secretaries at each building cross-reference the daily attendance with the telephone messages that have been left.

If a child is not accounted for, parents will be contacted at home or at work.

Please DO NOT call the school to check on whether or not there is school. Listen to radio stations such as WBZ (AM1030) or WTAG (AM580) and any of the major Boston TV stations.

You can also check the Grafton Public Schools website:

www.graftonps.org for updates.

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INTRODUCTION TO THE 2019-2020 PARENT/ STUDENT HANDBOOK

Welcome to the Grafton Early Elementary Schools

The Grafton Elementary Schools Parent / Student Handbook has been prepared to provide students and parents with information about our schools. We want all Grafton Early Elementary School students to benefit as fully as possible from their total school experience.

We encourage both parents and students to familiarize themselves with the information contained in this handbook. The school calendar, procedures, telephone numbers, and our more pertinent policies are also included. We ask that parents clarify with their child(ren) any policies detailed in the handbook relative to bus conduct, classroom behavior, attendance, tardiness, make-up work, lunchroom/playground rules, conduct and other regulations as these pertain to their child(ren)'s grade level.

The schools welcome our partnership with parents. We share a mutual pride in our schools' accomplishments, and we enjoy a common commitment to achieving excellence in the education of Grafton children.

Respectfully,

Julie Flynn Doreen J. Parker NGES Principal SGES Principal

GRAFTON PUBLIC SCHOOLS STRATEGIC PLAN

"The strategic plan for the Grafton Public Schools was developed to establish a long-range direction for the district and provide a clear focus for future pursuits by identifying priorities for improvement."

District's Mission

Our mission is "to prepare all students to be life-long learners and responsible citizens."

District Vision Statement

Grafton Public Schools is an evolving and responsive community. We provide an interactive learning environment that ensures academic excellence and social responsibility. Our instructional programs foster personal integrity and the critical thinking necessary for global citizenship. We empower our students to be active participants who thrive in an ever-changing world.

QUICK REFERENCE PAGE

	NGES Gr. Pre K-1	SGES Gr. Pre K-1
School Address	46 Waterville Street North Grafton, MA 01536	90 Main Street South Grafton, MA 01560
Administrative Staff	Ms. Julie Flynn, Principal	Mrs. Doreen J. Parker, Principal
School Telephone # School Fax #	508-839-5483 508-839-1073	508-839-5484 508-839-8532
School Begins	9:00 am 12:30 pm for afternoon preK	9:00 am 12:30 pm for afternoon preK
School Dismissal /Half-Day Dismissal	3:30 pm 12:00 pm 11:30 am for am and full day preK	3:30 pm 12:00 pm 11:30 am for am and full day preK
Secretary's Hours	8:15 am – 4:15 pm	8:15 am – 4:15 pm
Cost of Student Lunch Cost of Student Milk	Free this year to all \$.50	
Radio/ Television stations announcing school cancellations, delayed openings, or early release WORC (1310 AM), WTAG (580 AM), WSRS (96.1 FM), WBZ (1030 AM), WXLO (104.5 FM) Channel 4, 5 , 7		
Schools web pages may be accessed with the following address: www.graftonps.org. This will then allow you to choose the school site you wish to visit for up to date information.		

BEHAVIOR CODE OF CONDUCT Elementary Schools

Learning Environment

It is the goal of the Grafton Public Schools to actively establish and maintain both a respectful and caring learning environment. The two elementary schools in Grafton believe in the Responsive Classroom philosophy that the social curriculum is as important as the academic curriculum. The development of good behavior in the elementary school is a teaching process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear or discomfort, so that learning can take place. The Grafton Elementary Schools follow and practice the principles of Responsive Classroom emphasizing the core values of Caring, Assertiveness, Respect for self and others, Empathy, and Self-control.

Delineation of Expectations

Good citizenship in school is based on respect and consideration of others. Parents, students, and staff will be expected to conduct themselves in a way in which the rights and privileges of others are not violated. In an effort to promote an atmosphere of mutual respect among all members of the Grafton Early Elementary School community, the following guidelines for responsibilities and expectations have been established.

Each student and teacher has the following rights in school:

- to work in pleasant, safe and orderly surroundings.
- to have an atmosphere that encourages learning.
- to be free from insulting or abusive behavior from others.

Elementary school students at all times are expected to:

- be honest in their words and deeds.
- act in a way that does not disrupt learning.
- respect the rights of fellow students without fighting, teasing or name-calling.
- respect the personal property and school material of others.
- respect and not break, damage or deface the school property—buildings, grounds, materials and furnishings.
- use language that is appropriate and respectful.
- conduct themselves in an orderly and safe manner with appropriate voice and self-control.

Students are expected to:

- Respect all public property and not break, damage, or deface school property – the building and grounds, materials, and furnishings.
- Respect the personal property and school materials of the teacher and of other students.

JK-R3

Behavior Code of Conduct

A school is a place for learning. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that the learning process can take place.

Each member of the Grafton educational community is expected to adhere to four basic behavioral guidelines:

1. Respect for self
2. Respect for others as you would respect yourself.
3. Respect for the physical environment of the school.
4. Respect for the learning environment of the school.

Student

members of the Grafton educational community are responsible for:

- Interacting respectfully with all school personnel
- Supporting their classmates
- Cooperating with teachers
- Contributing to the learning environment through their positive actions
- Understanding and following the school's Code of Conduct.
- Parent/guardian members of the Grafton educational community are responsible for:
 - Participating with school staff in developing and supporting suitable behavior.
 - Cooperating with school staff to resolve disciplinary issues
 - Understanding and supporting the school's Code of Conduct.
- Staff members of the Grafton educational community are responsible for:
 - Modeling the behavior expected of students
 - Providing enriching educational experiences.
 - Understanding and enforcing the school's Code of Conduct in order to prevent disciplinary issues.
- **Consequences for failure to meet expectations of conduct**
- To ensure that we reach these positive goals, it is necessary to delineate those behaviors which are unacceptable in our learning environment and make clear the consequences of such actions. There will be logical consequences for students with inappropriate behavior. Logical consequences may range from warnings to loss of certain school privileges and parents/guardian may be notified. Each early elementary school has a program in place that helps students reflect and improve their personal behavior.
- If inappropriate behavior disrupts the learning of other children, the child may be temporarily separated from the classroom into a designated area in the school. In those rare instances when a child's actions may be detrimental to the health or

welfare of the school, the child may be separated/suspended from the school for a period of time.

- Individual schools have expectations for cafeteria, playground/recess, walkers, and locker behavior that are specific to those settings and will be communicated to students/parents at those schools. Logical consequences will be given for infractions. Discretion will be used by teachers and administrators in determining a loss of recess (physical activity) based upon the circumstances at the time.

Consequences will be administered with fairness and shall serve both the individual needs and the circumstances of the student, as well as the overarching need and desire to maintain an environment of mutual respect for all members of the Grafton Middle School community.

Students Who Violate the Behavior Code

Disciplinary action usually starts with a discussion about what occurred, what could be done differently next time, and what to do about what has occurred.

In the case of a more serious violation, disciplinary actions may be: loss of certain school privileges such as; recess, playground, school helper, separation from a school or class activity; parent notification and/or conference.

In those instances when a child's actions may be detrimental to the health or welfare of themselves or others, the child may be suspended from the school from 1 to 3 days, according to School Committee Policy.

Possession of Weapons: Any student who knowingly possesses, or uses a weapon during school hours or on the school bus, can be suspended from 5-10 days with the possibility of expulsion for repeated occurrences. The policy defines a weapon as "a device or object intended to inflict bodily harm including, but not limited to, a gun, knife, sling shot, metallic knuckles." Possession or bringing in of a gun is automatic expulsion from school for the remainder of the school year.

Behavior Rubric for Students Who Violate Behavior Code Please Note:

- All occurrences will be subject to the severity of the occurrence, intent of the occurrence, and repetition of the occurrence.
- Threats of harm to self or others will be dealt with immediately on an individual basis in relation to severity.
- The severity of each incident will be individually evaluated and may warrant variance from rubrics as determined by staff.
- School policy/property violations will follow handbook policy.
- Multiple infractions in close proximity will result in written and or verbal communication from student to parent, as well as, from teacher/principal to parent.

Behavior	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Respect for Self	Friendly reminder	Friendly reminder Social conference Loss of privilege	Friendly reminder Social conference Loss of privilege Written apology Call home to parent	Friendly reminder Social conference Loss of privilege Written Apology Call home to parent Letter to parent Refer to principal	Friendly reminder Social conference Loss of privilege Written Apology Call home to parent Letter to parent Refer to principal Principal intervention
Respect for Others	Verbal apology Safety issues are referred to principal				
Respect for Physical Environment	Vandalism – go to fifth occurrence				
Respect for Learning Environment	Safety issue or socially inappropriate – referred to principal				

Student Conduct – Disciplinary Alternatives

Good citizenship in school is based on respect and consideration of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect authority, to conform to school rules and to those provisions of law that apply to their conduct.

Discipline of Special Needs Students

All students are expected to meet the requirements for behavior as set forth in the student handbooks. Chapter 71B of the Massachusetts General Laws and its implementing regulations require that additional provisions be made for students who have been found by an evaluation

team to have special needs and whose program is described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students:

§ 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.

§ When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."

§ If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
- as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

§ Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

§ Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

§ If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

§ Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that

maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

The following procedures apply to students currently receiving services under section 504:

- If a student is suspended for longer than 10 consecutive days or has a series of suspensions that are shorter than 10 consecutive days but constitute a pattern a team meeting is held.
- District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the 504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the 504 plan. This process is referred to as a manifestation determination.
- If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities
- If district personnel, the parent and other members of the Team determine the behavior IS a manifestation of the student's disability, the team will review the 504 plan to make any appropriate changes to support the student's educational access and implement the revised plan.
- The following procedures apply to students referred but not yet found eligible for special education:

• If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

· If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

· If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Any of the following actions may subject a student to expulsion by the principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at a school-sponsored event, including athletic games, in possession of a dangerous weapon (or replica) or a controlled substance.
2. Assaulting a principal, assistant principal, teacher, teacher's aide or other staff member on school premises or at school-sponsored or school-related events including athletic games.

Any of the following actions will subject a student to suspension, exclusion, expulsion, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property or private property.
2. Stealing or attempting to steal school property or private property.
3. Intentionally causing or attempting to cause physical injury to another person.
4. Using or copying the academic work of another and presenting it as his/her own without proper

attribution.

5. Repeatedly and intentionally defying the authority of supervisors, teachers, or administrators.
- Suspension may also result from other student actions; these actions may be listed in the handbook(s).

Definitions:

Suspension - removal from school for a period not to exceed 10 days. Exclusion – removal from school for a period of 11 – 183 days. Expulsion – removal from school for an indefinite period of time.

SUSPENSION

Suspension from school is to be considered a last resort toward setting clear limits and developing good behavior. Toward this goal, suspension is a resource tool that may be used to address inappropriate behavior (see Appendix for Student Discipline Code Policy).

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

1. Possession, use, distribution, sale of alcohol, drugs or drug paraphernalia on school property. In some cases, expulsion may result. (Grafton Police notified). See School Department Policy JICH.

1. Drug-imitating behavior.
2. Smoking in school.
3. Possession of incendiary devices such as lighters, matches, etc.
4. Profanity, obscene gestures or obscenities.
5. Fighting or threatening behavior.
6. Willful destruction of school property. Arrangements for full restitution must be arranged before

readmission to school.

1. Stealing.
2. Illegal acts – Grafton Police notified.

10. Insubordination.

11. Leaving the school without permission during the day.

12. Any act that interferes with the operation of the school.

13. Possession of a weapon (or replica). See School Department Policy JICI. Expulsion from school will occur.

14. Derogatory racial, ethnic, religious, or cultural remarks to another.

15. Sexual harassment (See School Department Policy GBAA).

16. Committing any act that is perceived to place the health or safety of another person in jeopardy.

17. Asking another student or students to threaten or harm another student.

18. Persistent misconduct.

19. Cheating, plagiarism.

Legal Refs: M.G.L. c71, S. 37H, 37H1/2 and 37L M.G.L c 7, 6, S. 16 and 17

Sec. 504, c71, S 37H 603 CMR 26:08

Adopted June 9, 2003 Revised July 20, 2009 Revised November 23, 2009 Reviewed February 8, 2010

STUDENT DUE PROCESS RIGHTS JIA

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

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

Adopted June 9, 2003 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

PROHIBITION AGAINST BULLYING AND RETALIATION

The Grafton Public Schools pledges to prepare all students to be life-long learners and responsible citizens. The Grafton Public Schools are committed to maintaining a safe school environment free of bullying.

In accordance with the current School Committee Policy JICD, "The Grafton Public Schools are committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated by the Grafton Public Schools.

Bullying shall be prohibited:

- On school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned or leased or used by a school district or school or through use of technology or an electronic device owned, leased or used by a school district or school and
 - At a location, activity, function or program that is not school-related, or through use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.
 - Each student of the Grafton Public Schools is personally responsible for ensuring that his/her conduct is not intimidating to any other student."
-
- **The definition of Bullying is:**
 - "The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a 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 or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying."
 - **Cyberbullying is:**
 - "Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic

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

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

DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

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

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

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

Gateway Behaviors Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

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

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A Expectations The Grafton Public Schools will follow the set procedures and guidelines for the implementation of an anti-bullying protocol. This protocol includes:

- A student/parent complaint process
- A staff logging process
- A reporting process for staff
- An investigation process
- A disposition report
- A process for communication with parents/guardians/staff
- Record keeping and reporting
- It is an expectation of the district that all staff members are required to report any bullying or harassment incident they see or learn about. The district will promptly and reasonably investigate all
- allegations of harassment, including bullying. The principal or designee of each building will be responsible for handling all complaints alleging harassment or bullying.

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

Logging Gateway Behaviors The District believes in the importance of prevention of and early intervention for bullying behaviors.

Gateway Behaviors Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

To bring focus to isolated behaviors such as teasing, name-calling, rough-housing, staring, excluding district faculty/staff will 'log' behaviors observed. The District will use Logging Sheets (*located in the Appendix of the Bullying Prevention and Intervention Plan on the District website*) to track incidents of Gateway Behaviors. This data will inform school personnel of possible patterns of behavior that require investigation or intervention.

Using the Logging Sheet each faculty/staff member will log incidents witnessed. It is the expectation that each incident will also be immediately addressed with the student(s)/person(s) involved. At **any time** a faculty/staff member witnessing an incident may **immediately** refer the incident for investigation.

Logging Sheets will be collected at each school on a biweekly basis. The sheets will be reviewed by the administration and school Student Support Team for possible referral and/or investigation. In addition to referral and investigation data from the logging sheets will be used to plan/revise curriculum to address trends in the school.

C Procedures for reporting acts of bullying If any employee of the Grafton school district observes, or otherwise becomes aware of a possible act of bullying or retaliation that person must report the event to a school administrator (Principal or Assistant Principal) within 1 full school day, using the Bullying/Retaliation Incident Reporting Form (*see Appendix*).

If a student expresses a desire to report or discuss a possible incident of bullying or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.

Bullying/Retaliation Incident Reporting Forms may be obtained in the school's main office, counselor's office, on the respective school and district web sites, and other locations determined by the school. The district will also provide electronic means of submitting a Bullying/Retaliation Incident Reporting Form. All members of the community (students, staff, or family members) may report an act of bullying or retaliation to a school administrator via the Bullying/Retaliation Incident Reporting Form. If a student requires help completing the form, a staff member will provide the necessary assistance.

Each school will devise ways in which the reporting forms may be submitted to school administration.

Information obtained from the bullying/retaliation Incident Report Form shall be recorded in the district as a "complaint" for the reporting student.

D Procedures for the Prompt Investigation of Acts of Bullying or Retaliation

The Principal or administrative designee must initiate an investigation of a report of bullying or retaliation within one (1) school day after being notified of a possible bullying/retaliation incident, consistent with due process rights, using the Bullying/Retaliation Investigation Form.

If the target is injured, medical treatment will be provided without delay, and the student's parents will be notified immediately.

The Principal or administrative designee will conduct an investigation to determine both whether an act of bullying/retaliation occurred, and which person(s) were responsible for the act(s) and/or played a role in perpetuating it. The Bullying/Retaliation flowchart will be followed (*see appendix*)

Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigative process.

The Principal or administrative designee will make every attempt to contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.

Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.

When an act of bullying or retaliation has been determined, the Principal or administrative designee will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

If the aggressor's actions are delinquent acts or criminal in nature, they shall be reported by the Principal or administrative designee promptly to the responsible law enforcement agency according to the laws of the State of Massachusetts.

The Principal or administrative designee will notify parents/guardians of all parties involved of the incident, the outcome of the investigation, and whether disciplinary action was taken.

The Principal or administrative designee will create a written record of the bullying/retaliation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses,

and offender. No material records or evidence will be discarded until all students involved have left the school district.

The Superintendent shall be notified and will summarily document the investigation.

E Disciplinary Consequences The Grafton Public Schools will investigate reports of bullying, retaliation and/or harassment. Should the investigation determine that such bullying retaliation and/or harassment has taken place the following disciplinary consequences may be taken. Consequences may include one or more of the following, taking into consideration the frequency and severity of the incident(s).

Disciplinary Consequences

- Admonishment
- Written Warning
- Parent Conference
- Temporary Removal from Classroom
- Exclusion from Extracurricular Activities
- Detention
- Saturday School
- Suspension (in/out of school)
- Referral to Police Department for criminal action
- Exclusion
- Expulsion
- Any other action authorized by and consistent with the disciplinary code in each school
- Student/Parent Handbook.
- **Remedial Actions**
- Restorative Justice
- Awareness Training
- Limited Access to Building
- Behavioral Assessment/Evaluation
- Behavior Management Plan
- Parent Conferences
- Modification of Schedule
- Referral to Family Counseling
- Law Enforcement Involvement
- Modifications to Hallway Traffic
- Professional Development Plans for involved Staff
- Safety Plan
- Disciplinary Action for School Staff
- Discipline procedures for students with disabilities are governed by the federal

Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. For students with special needs, who

may be subject to disciplinary action due to acts of bullying, Special Education regulations will be adhered to, up to and including following the Manifestation Determination process.

F False Charges Any student who knowingly makes false charges or brings a malicious complaint regarding bullying, retaliation, or harassment, and discrimination or hate crimes may be subjected to any of the disciplinary and/or corrective actions detailed above.

G Procedures for Following Up Acts of Bullying/Retaliation After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the Principal or administrative designee will develop with the target student or witness as appropriate and their parents or guardians a **safety plan** (see *Appendix*); and with the aggressor student and their parents or guardians a **conduct plan** (see *Appendix*). Both plans will include notifying the teachers not only of the incident, but also of all the parties involved, specifying their roles.

The safety plan for the target/witness will include, but not be limited by, the following. A staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:

- No acts of retaliation have occurred.
- Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
- Information regarding outside support services are provided to student and family.
- The frequency and duration of check-ins will be determined on a case-by-case basis, but
- will not be less than two (2) times per week for a period of four (4) weeks.
- After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the Principal or administrative designee.
- The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the Principal or administrative designee.

The conduct plan for the aggressor will include, but not be limited by, the following: The Principal or administrative designee will conduct compulsory conduct meetings to ensure the following:

- No further acts of Bullying have been committed.
- The student has been educated regarding acceptable alternative behaviors.
- The student has received further education of the school's anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed.
- The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the minimum requirement should be at least two (2) times per week for a period of four (4) weeks.
- Information regarding outside support resources will be made available to the student and their parents/guardians.
- A progress report identifying student conduct will be provided after two weeks.
- Discontinuation of the conduct plan will be determined by the Principal or

- administrative designee. All meetings and the ending of the conduct plan should be documented and kept throughout the student's school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

RECESS PROCEDURE

- Recess is a period away from the classroom where students may play organized games, visit among their classmates, or just walk and relax. Recess is held outside when weather permits. Students should dress accordingly.

-

During **colder months**, students should wear warm clothing to school – besides a warm coat, hats, gloves or mittens, and boots are needed in preparation for outdoor recess. Snow pants should also be worn if the student wishes to play in the snow. If any child is in need of **appropriate winter clothing**, please contact the office. Any such request will remain confidential. Any child not dressed for the weather will be kept in at the discretion of the teacher on duty.

ü Some students may engage in **supervised school activities** such as extra help.

ü An indoor “supervisory” recess may be assigned to students by their teacher for the purpose of completing class work, missed homework assignments, health reasons, or for self-reflection if school rules have not been followed.

RECESS RULES

- Play respectfully.
- No rough play.
- Stay within assigned boundaries.
- Follow the rules of the game.
- Report difficulties immediately to an adult.
- Follow all requests and directions given by adults.
- **STUDENT CONDUCT ON BUSES EEAEC**
- While the School District furnishes transportation, it does not relieve the parents/guardians of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the bus at the end of the school day.
- Once a student boards the bus – and only at that time – does he or she become the responsibility of the School District. Such responsibility ends when the student is delivered to the bus stop at the close of the school day.

While riding the bus, students are to conduct themselves in a manner consistent with the Code of Behavior on school buses. The driver is responsible for enforcing the Code of Behavior and all regulations governing the conduct of students.

When a student does not conduct himself/herself properly on the bus and/or does not follow the directions of the driver, the student will be reported to the Principal. The Principal may take disciplinary measures

with the student and in instances of serious or repeated misconduct will notify the student's parents/guardians.

The Principal may deny a student the opportunity to use said transportation for reasons of student misconduct on the bus. In such cases, the parents/guardians of the student involved become responsible for the transportation of the child to and from school.

Adopted September 9, 2002 Reviewed July 14, 2008 Reviewed March 22, 2010

STUDENT CONDUCT ON BUSES EEAEC-R

Boarding the Bus

1. Students must be at the bus stop prior to the arrival of the bus.
2. As the bus approaches, students are to line up a reasonable distance off the roadway and are not to approach
3. the bus until it has stopped and the driver has opened the door. Students should cross in front of the bus at a
4. distance of at least 12 feet. Students must not push.
5. Students are to enter quickly and be seated at once.
6. Students are to listen carefully and follow any directions given by the driver.

Riding the Bus

1. Consuming food or beverages on school buses is not permitted
2. Smoking on buses is forbidden.
3. Do not extend arms or other parts of the body out the windows.
4. Do not change seats while bus is in motion.
5. Do not shout or cause excessive noise that may distract the driver and lead to an accident.
6. Keep the bus clean and sanitary.
7. Be courteous to others.
8. Listen carefully and obey directions given by the driver
9. Nothing may be thrown within the bus or out the windows.
10. Students must remain on the bus until their bus stop or school is reached.
11. No person will be allowed to interfere with the vision or attention of the driver or with the operation of the bus.
12. Fighting, teasing, pushing, verbal abuse or damaging property are forbidden.

Leaving the Bus

Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.

Obey the directions given by the driver.

Leave the bus quickly, in a courteous manner, and refrain from pushing others.

If you must cross a street after leaving the bus, be sure to walk in front of the bus (NEVER IN BACK) at a distance of at least twelve feet from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident may result.

General Bus Conduct

Students transported in a school bus are under the supervision of the bus driver and are directly responsible to the driver. All students must behave appropriately as passengers of the school bus.

Incidents of misbehavior will be reported to the Principal for investigation and possible disciplinary action.

In cases of serious or repeated misconduct, the Principal may suspend a student's ability to ride on the school buses for a definite length of time determined by the Principal. In cases of suspension of riding

privileges, written notification of the reason(s) for the suspension, and the beginning and ending dates of the suspension will be sent to the student's parents. Parents will be encouraged to meet with the Principal in a guidance conference to discuss the problem and plan for the prevention of future misconduct at the end of the suspension period. During the suspension period, the student must be in regular and punctual attendance at school, and parents assume responsibility for transportation to and from school. (M.G.L. Chap.76, Sections 1 and 2)

Malicious damage to buses is forbidden and such incidents are reported to the Grafton Police Department for action in addition to disciplinary action taken by the Principal. Students responsible for damage to a school bus as a result of carelessness or misbehavior will be required to make restitution for the cost of damages.

Adopted September 9, 2002 Reviewed July 14, 2008

North Grafton Elementary South Grafton Elementary

School Information

North and South Grafton Elementary Schools house students in Grades PreK-1. Both schools are home to three preschool classrooms, six kindergarten and six first grade classrooms. We are Responsive Classroom schools dedicated to the social and emotional well being of children. We believe that the social curriculum is as important as the academic curriculum. We pride ourselves on being knowledgeable about early childhood education, and developmentally appropriate practices while providing a strong foundation for children as they begin their schooling career. Our staff is committed to preparing students to be life-long learners. We use the Massachusetts Curriculum frameworks, Common Core, GPS benchmarks, and formal and informal assessment data to guide our instruction. Teachers use data gleaned from various assessments to give parents feedback using a standards based report card.

Differentiated instruction and flexible grouping continue to be an important way for teachers to reach all learners in a variety of ways. Our preschool teachers will continue to implement the OWLS curriculum to support a cohesive thematic curriculum. Teachers in grades K-1 have the Daily 5 and CAFÉ reading strategies as a framework to support Readers' Workshop. Using a balanced approach to reading instruction, students develop their reading skills and work towards fluency and comprehension. Teachers use the Readers' Workshop model along with Guided Reading in order to reach all students. This approach is supplemented with additional phonics instruction. Kindergarten and first grade teachers have been trained to use the Wilson-Fundations program. As writers, our students apply the principles of letter/sound identification, and spelling as they begin to write meaningful sentences and eventually paragraphs. Writing is an integral part of our reading and math instruction. Workshop models provide a framework for teaching in a way that differentiates and involves all students at their ability level. The Project Read- Written Expression model is utilized for writing. Teachers will continue to implement the Origo-Stepping Stones mathematics resources in grades K-1. This research based curriculum is aligned with the Common Core Standards and integrates mathematical practices. In addition to the core curriculum, students in kindergarten and grade one participate in music, art, library, and physical education once a week. They will also visit our computer lab once weekly supported by our library aides.

We are proud to have active PTO (Parent Teacher Organizations) and SAC (School Advisory Councils). Both groups are charged with setting goals and providing opportunities that will benefit students in our schools. Parent volunteers are an integral part of our school community. PTO members diligently plan and prepare for a wide variety of school fundraisers throughout the year. This school year, our PTO's will again join with our grade 2 – 6 counterparts; NGES and NSES and SGES and MSES. The money raised is used to support our enrichment programs and other resources that benefit the children in our schools. SMART Boards are installed throughout our buildings including our computer labs and music rooms.

Our before and after school enrichment programs have been a huge success and a positive experience for all students. Students come prior to or stay after school to participate in various classes.

Our school bank program is affiliated with Grafton Suburban Credit Union. Students can visit the bank once a week to make a deposit into their savings account. Parent volunteers make this program work.

Our all-school assemblies support Responsive Classroom philosophy and build community. Students and staff enjoy having the time to come together as a community of learners. We sing, celebrate birthdays, role play, learn together as a group, and have fun!

North and South Grafton Elementary Schools continue to be engaging and collaborative learning environments. All students consistently show growth socially, emotionally and academically. We are proud of our schools and the accomplishments we have made! We are a great community of learners!

School Organization 2021– 2022

PHONE	Office		Kindergarten	PHONE
7010	Ms. Flynn	Principal	K1 Mrs. J. Minardi	7108
7020	Mrs. Tauras	Secretary	K2 Mrs. D. Martel	7110
7030	Mrs. Sudbey	Nurse	K3 Mrs S. Bergstrom	7105
			K4 Miss Malone	7106
			K5 Mrs. D. White	7107
	Cafeteria			
	Mrs. Noel			
7060	Mrs. Barber	Café Manager	K6 Mrs. A. Anderson	7109
			First Grade	
			1A Mrs. Fletcher	7119
			1B Mrs. Denomme	7117
7070	Mr. Cammuso	Custodian	1C Mrs. K. Carr	7116
7070	Mr. Guglielmello	Custodian	1D Miss Poquette	7114
			1E Miss L. Eknoian	7115
			1F Mrs. K. Gieser	7118
	Special Education/Support Staff			
7053	Mrs. Lavallee	Special Education		
7053	Mrs. Walling	ELL	Specialist Teachers	
7111	Mrs. Thulin		Art Miss K. Runne	7112
7082	Mrs. S. Keith	Speech/Language	Mrs. J. Casperaites	
			Music Mrs. R. Largesse	7090
7084	Mrs. J. Smith	Speech/Language	P.E. Miss R. Burton	7080
			Library	
7050	Miss J. Pilski	School Psychologist		
7104	Mrs. C. Amero	Behavior Specialist		7081
			Computer	
			TEAM Chairpersons	
	Preschool		Preschool Mrs. Johnson	7052
7102	Mrs. J. Dumas	Teacher Rm 2	K/1 Mrs. J. Mason	7051
7102	Mrs.	IA Rm		
7101	Jen Chartrand	Teacher Rm1		
7103	Mrs. S. McCullen	Teacher Rm 3		

**In person
Support**

Mrs. Donna
Miss Lori
Miss. Fields
Mrs. Jessica
Mrs. Danielle
Mrs. Kathleen
Mrs. Peters
Mr. Watson
Mrs. Jewers
Mrs. Allton
Mrs. Jacques

**K/1 Support
Staff**

Mrs. Barrett

Mrs. McGill
Miss Thompson

Other:
Meg Harrington
Renee Bond
Heather N.
Jen Foley
Sue Novak
Emilia Costa
Joanne S.

South Grafton Elementary School

School Organization 2021-2022

Office	
Principal	Mrs. D. Parker
Administrative Assistant	Mrs. M. Henault
Nurse	Mrs. B. Horgan Ms. A. McCabe
Preschool	
Mrs. K Thornton	Mrs. J. Leach
Kindergarten	
Mrs. M. Dietel	Mrs. K Steen
Mrs. L. Page	Mrs. K. Hamilton
Mrs. J. Quinn	Mrs. M. Tynan
Grade 1	
Mrs. M. Cosman	Mrs. M. Sutton
Mrs. J. Vogel	Mrs. J. Vulter
Mrs. J. Sabourin	Mrs. A. Cassano-Vigdor
SPED	
Mrs. L. Hodge	Mrs. J. Sala
Mrs. A. Lukasevich	
Remedial Reading	Mrs. S. Thompson
Literacy Interventionists	Ms. E. Dorazio

	Ms. A. Campisi
Behavior Specialist	Ms. A. Williams
School Psychologist	Ms. S. Rivers
Team Chairs	Mrs. M. Johnson- Preschool Mrs. J. Mason- K-1
Speech and Language Therapists	Mrs. A. Mercure Mrs. L. Jankowski
Specialists	
PE	Mrs. R. Largesse
Music	Mrs. J. Casperaites
Art	Ms. K. Runne
Computer	TBA
Library	Mrs. L. Collette
ELL	Mrs. A. Walling
Vision Teacher	Mrs. J. Stenbuck
Learning Assistants	
Mrs. A. Flavin	Ms. J. Marsden
Mr. J. Stephens	Mrs. S. Bruso
Mrs. K. Forleo	Mrs. M. Bolduc
Mrs. S. Willar	Mrs. D. Cella

Mrs. C. Lupien	Mrs. S. DeCosta
Mrs. N. Sjogren	Ms. S. Bellemare
Mrs. D. Coz	Ms. G. Crowley
Ms. C. Johnson	Ms. B. Sarli
Mr. J. Givins	Ms. A. Steelman
Mr. M. Wright	Ms. J. Comolli
Ms. A. Lynch	
Custodians	Mr. D. Barrel Mr. C. Matson

SCHOOL OPERATIONAL INFORMATION

ARRIVAL - School Start Times,
NGES/SGES - 9:00 am.

BUS - All students arriving by bus will either stay outside or enter the building through the schools' main entrances located at the front of the buildings. Students will be under supervision in both situations beginning at 8:45 am.

CAR - STUDENT DROP OFF - For your child's safety...

Ø Please do not drop off students prior to the designated times –

Ø NGES/SGES = * 8:45 AM. There is neither staff supervision nor unlocked doors before this time. See * below for details.

Ø Under no circumstances should you leave any children in your vehicle unattended in the parking lot or drop off area.

NGES/SGES = * 8:45 AM. Students should be dropped off at the designated student drop-off area.

Preschool Arrival- 9:00

Students arriving for preschool should remain with their parents until greeted by preschool staff. Parking is designated by school.

TARDINESS –NGES/SGES = 9:00 am.

Students are considered tardy when they arrive after the times listed above.

Parents must accompany any student into school arriving after this time. Students must report to the main office before going to their classroom.

EARLY DISMISSAL

Students must present a note from a parent/guardian to be dismissed early. The person designated on the note must enter the school to pick up the student. At that time they will sign the student out through the office before leaving. No student will be dismissed without an accompanying adult.

DEPARTURE

NGES/SGES = 3:25 pm

Bus riders will exit the building through the school's front doors escorted by staff to waiting buses.

Parent pick up will continue to be via car and placard outside of the cafeteria. A note for parent pick up will be required for students.

TAKING A DIFFERENT BUS. - For safety purposes, students are not allowed to take different buses for any reason - day care, play, Brownies, etc.

FOR YOUR CHILD'S SAFETY...

Please be reminded that it is *in violation of state law* to pass a school bus and/or school van when lights are flashing; therefore, parents who are dropping off or picking up students should never park in front of the building when buses and/or the school van are present.

STUDENTS MUST RIDE ONLY THEIR REGULARLY ASSIGNED BUS TO AND FROM SCHOOL. No students will be allowed to ride a bus other than the one assigned except in an emergency and with prior permission by the Principal.

This situation includes day care transportation requests. Only one bus may be assigned to that student. No student is allowed to take different buses to accommodate day care requests. On days the student is not taking that bus home, it is expected that they will be picked up from school.

ATTENDANCE JE

The Grafton School Committee, realizing the importance of regular attendance as a factor in successful academic achievement, does endorse that the only acceptable reasons for being absent from school are those caused by:

- personal illness
- death in the family/family emergency
- documented medical, dental, legal appointments (including court appearances)
- religious observances
- school-sponsored trips or representing Grafton schools at a school activity
- college interviews/visitations (per the High School handbook)
- extenuating circumstances with the approval of administration
- Under the discretion of the principal, students absent for any of the above reasons may be provided the opportunity to make up missed work.
- Parents are requested to notify the school the morning of the absence. In addition, the school requires a note, signed by the parent/guardian, to be sent with the student on the day of return stating the date and reason for the absence. Absence notes are kept on file.
- This policy represents the minimal attendance policy of the Grafton Public Schools. Each level of school (elementary, middle and high school) may have more stringent attendance policies per parent/student handbook guidelines.

ATTENDANCE

JE-R1

STUDENT ATTENDANCE

All students are expected to attend school on a regular basis. Under the laws of the Commonwealth of Massachusetts “every child between the ages of 6 and 16 is compelled to attend school”.

Absences

All absences will be recorded on a student’s record but should be documented by one of the following:

- Illness verified through written documentation by a parent/guardian or physician
- Death in the family/family emergency verified through written documentation by a parent/guardian
- Medical appointments verified through written documentation by a parent/guardian
- Religious observance
- Make up work
- An absence, dismissal, or tardy verified by a parent/guardian or other authorized person carries with it the opportunity to make up assignments
- *The following regulations apply to individual schools.*
- High School
- Absences
 - A parent/guardian must notify the school by phone at 508 839-5425 by 8:30 a.m.
 - School will call parent/guardian for any student absent without notification.
 - Tardies after 11:00 a.m. are considered absences.

Dismissals

- Dismissals prior to 11:00 a.m. are considered absences. Tardies

A student is tardy to school if he/she is not in his/her assigned area when the bell rings at 7:25 a.m. Tardies after 11:00 a.m. will be recorded as an absence.

Excessive unexcused tardies (more than three) are subject to disciplinary action as follows:

- 4th tardy = 1 office detention
- 5th tardy = 1 Saturday School and mandatory parent conference
- 6th tardy = 1 Saturday School and Attendance Plan
- 7th tardy = Loss of privileges
- Excessive Absences
- A limit of ten (10) absences for a full year 5.0 credit course or five (5) for a half-year 2.5 credit course will be allowed.
- Absences in excess will result in loss of credit. A passing grade may be achieved by the student but credit will be forfeited. Loss of credit may be appealed before the principal.
- Parent/guardian will be notified, in writing, when student absences are in excess of three (3) for a half-year course and five (5) for a full-year course. A meeting with administration may be requested.
- Middle School
- Absences

- A parent/guardian must notify the school by phone at 508-839-5420 by 8:30 a.m. A message may be left on the school answering machine, 508-839-6724.
 - School will call parent/guardian for any student absent without notification.
 - Tardies after 11:00 a.m. are considered absences.
 - Students are responsible for making up any missed work.
 - Excessive Absences
 - A meeting may be held if there are excessive tardies and/or if a student is absent more than five (5) times during the half school year or ten (10) times during the full school year.
 - Parent/Guardian will be notified, in writing, when student absences are in excess of three (3) times during the half school year and five (5) times during the full school year. A parent meeting may be requested.
 - Tardies
 - A student is tardy to school if he/she is not in his/her assigned area when the bell rings at 7:25 a.m. Tardies after 11:00 a.m. will be recorded as an absence, according to the absence rules.
 - Excessive unexcused tardies (more than three) are subject to disciplinary action as follows:
 - 4th tardy = 1 office detention
 - 5th tardy = 1 Saturday School and mandatory parent conference 6th tardy = 1 Saturday School and Attendance Plan
 - 7th tardy = Loss of privileges
 - Dismissals
 - Dismissals prior to 11:00 a.m. are considered absences. Elementary Schools
- General Policy**
- A parent/guardian must notify the school by phone (MSS: 508-839-0757, NSS: 508-839-5428, SGES: 508-839-5484, NGES: 508-839-5483) by 9:30.
 - School will call parent/guardian for any student absent without notification. Excessive Absences
 - A meeting may be held if there are excessive tardies and/or if a student is absent more than five (5) times during the semester or ten (10) times during the school year.
 - Parent/Guardian will be notified, in writing, when student absences are in excess of 10 cumulative times.
 - Adopted June 9, 2003 Revised June 25, 2007 Reviewed January 22, 2008
 - Reviewed March 22, 2010 Reviewed May 24, 2010 Revised April 22, 2013 Revised August 9, 2016

EXTENDED ABSENCES - MAKE-UP WORK

In the event that your child is injured or seriously ill and will be absent for an extended length of time, you should notify the school nurse, who will verify the absences. For extended absences, parents/guardians may request make-up work for students by calling the school office at the start of the day. Let us know if you plan to pick up the work at the office or if it should be sent home with a sibling, classmate, or neighbor. All efforts will be made to honor your requests. Time allowances will be made for the student to make up missed work.

ILLNESS

Students with a fever of 100 degrees or higher are expected to stay home for 24 hours after such fever breaks without additional medication. This is for the child's comfort and to prevent the spread of illness.

Students must also stay home for 24 hours following the last time a student vomited and/or had diarrhea without additional medication. Again, this is for the child's comfort and to prevent the spread of illness. We would ask that a child sent home with a fever of 100 degrees or higher, vomiting or diarrhea be kept home the following day, or until the symptoms have been gone for 24 hours. Students diagnosed with contagious illnesses, such as, but not limited to strep throat and pink eye, for which they have been prescribed antibiotics should not return to school until 2 doses of the medication have been administered. In the case of pink eye students should also show no discharge or draining from the eye in addition to the doses of medication.

VACATIONS

It is the expectation of the school department that all students will be in attendance for the required number of school days unless the child is ill or there is an unexpected emergency. If a family chooses to go on vacation during the school year, homework will not necessarily be provided ahead of time. A folder of class work will be saved for the student to complete when he/she returns to school.

HOMEWORK PROTOCOL IKB

Policy IKB

Homework Policy Overview

Grafton Public Schools defines homework as work completed outside of classroom time that supports and enhances the learning of the curriculum. Educators recognize that students learn at varied paces and in myriad ways and take this into consideration when designing and assigning work. Moreover, educators design homework that is meaningful, manageable, and developmentally appropriate. Therefore, within and across classrooms at all grade levels, homework assignments may appear to be different in order to address individual student need.

Cumulative demands of homework, especially for students at middle school and high school, can create unmanageable situations for even diligent learners. As a result, homework is not required, but when given, educators will assign work that meets one or more of the following purposes for learning:

- Reading: Extensive research confirms a direct correlation between the amount of time students read and their growth as learners. Reading improves fluency, increases background knowledge, expands vocabulary, and boosts comprehension. Beyond reading for homework, we encourage students to read for pleasure.
- Preparation: These assignments help students acquire pertinent background information and prepare students to participate in upcoming lessons, projects, or assessments.
- Check for Understanding: These short assignments are intended to inform the teacher's instructional practice by outlining the skills and concepts students have mastered.
- Practice: This work allows students to review and reinforce skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- Extension: These assignments require students to apply specific skills and concepts to new situations, integrate multiple concepts, and promote the development of critical and creative thinking skills.
- Students shall not be given a homework assignment which requires resources and/or references which are not accessible to them, and a student or class shall never be given homework for disciplinary reasons.
- ***Portions of the above definitions have been excerpted from Lexington Public Schools Homework Policy.*
- **Due Dates for Assignments Abutting School Vacations**
- When educators assign homework near a school vacation (Thanksgiving, December, February, and April breaks), they must not include the break period in the time allotted to complete the assignment. Generally, educators will adhere to the following guidelines:
- Short term assignments (typically a one-night assignment) must be assigned at least two (2) days/class sessions before the vacation and may not be due the first day back from the vacation.
- Long term assignments must be assigned at least five (5) days/class sessions before the school vacation and may not be due before the 3rd day back after the vacation.
- *Students in Advanced Placement courses may be required to complete homework during a school vacation to fulfill the requirements of college-level curricula.
- ***Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*
- **Homework Missed as a Result of Absence**
- Assignments and due dates will be determined at the discretion of the educator but will allow the student a minimum of two (2) days to complete homework missed due to absence. Upon return to school from an extended absence, students in conjunction with their teachers and parents will develop a plan to complete make-up work within a reasonable amount of time.

- Adopted January 27, 2003 Revised February 8, 2010 Reviewed June 4, 2012 Revised: April 24, 2018

SCHOOL CANCELLATION

Cancellation of school due to inclement weather or an emergency situation will be broadcast over the stations listed on the Quick Reference Page.

PLEASE DO NOT CALL THE SCHOOL TO VERIFY CANCELLATION.

PLEASE TUNE INTO TV STATIONS AND/OR RADIO STATIONS WTAG, WORC, WSRS, and WBZ. Cancellations and/or delays will also be televised on Channels 4, 5, and 7.

YOU MAY ALSO CHECK THE SCHOOL WEBSITE FOR INFORMATION- graftonps.org

EMERGENCY CLOSING

An individual school may be closed while the rest of the schools in the district are in session due to an emergency situation at that particular school (no heat, broken water pipe, electricity problem, for example.)

DELAYED OPENING

In the event of inclement weather, all school openings **may be delayed up to two hours for staff and students**. This means that ***all bus pick-ups will occur up to two hours later than usual.*** This would also mean there are **NO AM Preschool classes. PM Preschool classes would begin at 12:30.** Notification will be made over **radio stations WTAG, WORC, WSRS, and WBZ**. Cancellations and/or delays will also be televised on Channels 4, 5, and 7. This means students being driven to school would need to be dropped off later by the same length of the delay.

• 2 Hour Delay

o **NGES/SGES - 11:00 AM**

o **NGES/SGES Preschool- no AM classes; PM classes begin at 12:30 PM for PM and full day students**

o **NGES/SGES- Drop off – no earlier than 10:45 AM for K and 1 students**

EARLY CLOSING

Ø **While other schools in the district may release early due to inclement weather, NGES/SGES will dismiss as close to normal dismissal time as possible. THIS APPROACH GIVES THE REST OF THE SCHOOLS A HEAD START so buses can get to NGES / SGES close to normal dismissal time.**

Ø If it becomes necessary to release students early due to approaching or impending inclement weather, an announcement will be made as soon as possible on the previously listed radio stations and those listed on the “Quick Reference” page.

Ø **Family Emergency Plan.** Parents/Guardians should make arrangements to have someone meet their child at home if they are unable to be there or make “emergency” arrangements for

their child to go directly to an alternate location. **It is imperative that parents/guardians have a plan in place for your child's safety should an early release occur.**

Ø **If your road is considered a private way, buses may chose not to travel these roads in inclement weather due to their condition. Alternate plans should be made with your child and his/her school for this situation.**

PRESCHOOL HOURS ON PROFESSIONAL DEVELOPMENT DAYS AND DELAYED OPENINGS

Professional Development

Professional Development days mean that school closes for the afternoon for students.

MORNING Preschool classes will continue to be held on these days from 9 am – 11:30 am.

There will be **NO AFTERNOON** Preschool classes on these days.

For full day preschoolers, no preschool lunch is served on these days.

Delayed Opening

Delayed Openings occur when the weather is not conducive to classes beginning at their regularly scheduled times. On a delayed opening, there will be **NO MORNING** Preschool classes. There will be **AFTERNOON** Preschool classes beginning at 12:30- 3:00 on delayed opening days.

Full day preschoolers will come in for the 12:30 session on delayed opening days. No preschool lunches will be served on these days.

EXTRA HELP

Teachers are available to provide extra help to students outside school hours. The time of this extra help session will be communicated on the teachers' web sites or via communication with the teacher. Students or parents and the teacher may schedule times for the purpose of providing extra help.

EXTENDED DAY CARE PROGRAM

Extended School Care is currently offered by Precious Ones (Main office in Uxbridge) for both before school and after school school care for children in kindergarten and first grade. The program opens on the first day of school and is available throughout the school year including professional days, release day afternoons and during vacation weeks. They also offer a summer program option. They do not provide care on snow days.

YOU MUST APPLY DIRECTLY TO PRECIOUS ONES. Applications may be obtained -----You must still inform the school office in writing if your child will be attending.

CAFETERIA

We recognize the importance of “social time” during lunch. We do, however, expect students to behave in an orderly manner.

- ü Students remain seated, and talk quietly at their tables.
- ü Food may not be removed from the cafeteria and should never be thrown in the cafeteria.
- ü Food and trash must be disposed of properly in the designated areas.
- ü Before students are dismissed from lunch, the table and floor beneath must be left clear and free of garbage and trash.

LUNCH PROGRAM

Student lunches are served each day in the school cafeteria except on release days. Monthly menus (planned with nutritional requirements) are sent home and published in the local newspaper and posted on each school’s website. Alternate lunches are available in addition to the daily menu.

Lunches for the 2021-2022 school year will be free of charge for all students.

Milk is available for \$.50 for those students who bring their lunch or who wish to purchase extra milk. Free or reduced school lunches are available to families whose income and size are within certain Federal guidelines. Application forms are available at any time during the school year by contacting the office.

PERSONAL POSSESSIONS

The following personal possessions are **not** allowed at school. Please leave these items at home.

- Gum, throat lozenges, etc.
- Excessive money or valuables.
- Baseball, Pokemon, Magic Cards, collectables, et al.
- Toys: stuffed animals, cars, legos, bionicles, etcetera...
- Water or toy pistols/guns (this is a violation of the weapons policy).
- Bicycles, skateboards, and in-line skates. This includes the use of sneakers with built-in wheels.
- Hard balls, bats, hard plastic Frisbees, laser pointers.
- Pocket knives, chains, or any object that can reasonably be considered to be either unsafe to oneself or others or a weapon.
- Cassette players, head phones, CD players, iPods, and/or other electronic equipment.*

- Fidget spinners and/or hand held toys
- ***NOTE:** These items are precluded from school and will be held by the office unless a special occasion warrants and prior permission has been obtained from your teacher. The school cannot be held liable in any way for personal property that is brought to school. Items held by the office will be returned to parents/guardians only.

***Kindergarten Day and Quick Facts.*Kindergarten Day**

- *Our kindergarten day begins when the children arrive at 9:00 a.m. and ends at 3:30 pm.*
- ***Kindergarten Quick Facts***
 - ***Snacks and drinks*** are not provided by the school. Parents may send a snack and drink with their child to eat during break time. Please send a snack that is easy to eat and easy for the child to open by him/herself. Please do not send in cans or snacks that require utensils.
 - Children should wear ***clothes*** that they know how to get in and out of, so that they don't have trouble when using the bathroom. ***It is suggested that an extra full change of clothes be kept in the backpack in a ziplock in case of accidents.***
 - Make sure that your child ***arrives on time*** and that you are there to meet him/her when the school day is over. The bus drivers will return your child to school if you are not outside at the bus stop.
 - Please have your child learn his/her address and phone number.

STUDENT RECORDS / TRANSFER OF RECORDS/MOVING/CHANGE OF ADDRESS

The Principal's office must be notified in advance when a child is transferring from Grafton Schools. This is necessary to secure a transfer card, report card, and personal property before leaving. Any items that are the property of the school must be returned when the transfer card is requested. **If you change your address, phone number, or work number, please notify the school at once.**

The Grafton Public Schools shall comply with the laws and court decisions and the regulations developed by the State Department of Education relating to the maintenance and distribution of student records. The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part shall be made at the time of such transfer,

graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Family Education Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations afford parents and students over 14 years of age certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Records regulations by contacting the school principal.

Such rights include:

- the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- the right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask their school district to amend a record that they believe is misleading or inaccurate. If the District decides not to amend the part of the record in which change is requested by the parent or student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA, the Federal Act of 2001 ("No Child Left Behind"), and the Massachusetts Regulations authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as administrator, supervisor, instructor, consultant, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- the right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family

Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202- 4605.

Adopted June 9, 2003 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed March 22, 2010

Family Educational Right and Privacy Act of 1974 P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10, 71:34A,B,D,E,H

Board of Education Student Record Regulations, 2/10/77 as amended June 2002

603 CMR: Department of Education 23.00 through 23.12

Mass Department of Education publication Student Records: Questions, Answers, and

JRA-R

Guidelines, Sept. 1995

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parent/guardian and students’ rights of confidentiality, inspection, amendment, and destruction of student’s records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parents.

(2) If a student from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the school district or who are providing services to the student under an agreement between the school district and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic

capacity. Any such personnel who are not employed directly by the school district shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school district or are employed under a school district service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation team which evaluates a student.

Eligible student shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody is considered a non-custodial parent for purposes of M.G.L. c. 71, s34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school district maintains information. The term as used in 603 CMR 23.00 shall not include a person

about whom a school committee maintains information relative only to the person's employment by the school district.

The student record shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

(a) Authorized school personnel under 603 CMR 23.02(9) (a) who inspect the student record; (b)

Administrative office staff and clerical personnel under 603 CMR 23.02(9)

who add information to or obtain access to the student record; and (c) School nurses who inspect the student health record.

Access of Third Parties: Except for the provisions of 603 CMR 23.07 (4) (a) through 23.07 (4) (h), no third party shall have access to information in or from a student record without the specific, informed written

consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents: As required by M.G.L.c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

1. The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or

2. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or

permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

(b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually.

(c) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in

English and the primary language of the custodial parent, that it will provide the non-custodial parent with access to the student's records.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year. (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

Revised: June 30, 2002 SOURCE: MASC Policy

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. of Education 23.00 through 23:12 also

ANNUAL NOTIFICATION TO STUDENTS AND PARENTS ON STUDENT RECORDS

Ø Grafton Public Schools maintain your child's official **transcript** [child's name, address, telephone number, date of birth, the name, address and telephone number of the parent/guardian, course title, grades, grade level completed and the year completed] for 60 years.

Ø **Temporary student records.** All information not contained in the official transcript such as standardized test results, class rank, extracurricular activities, and evaluations by teachers, counselors, and other school staff may be given to the student or parent/guardian upon request when a student graduates, transfers or withdraws from the Grafton Public Schools.

Ø The **temporary record** shall be destroyed **no later than 7 years** after the student graduates, transfers or withdraws.

Ø The District will transfer a student's record to a new school outside of the Grafton School District **without prior consent** required from the parent or "eligible student" (age 14 or older, or who has entered the ninth grade).

Non Custodial Parent Rights.

As of 1998 Massachusetts law (G.L. Ch.71, Sec34H) along with Department of Education regulations (603CMR 23.07 (5, a thru f) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information see the appendix and please contact the principal.

Please refer to the appendix for further student records details.

CUSTODY ISSUES

Please notify the office of any family situation (separation/divorce) that has implications regarding parental custodial issues, subsequent restrictions and access to student records.

LOCKERS/DESKS/SCHOOL PROPERTY- (Policy JIH)

Searches by Administration

The school administration retains control over lockers which are lent to students for purposes of storage of school- related materials only. The Administration also regulates admission and parking of automobiles on school

grounds. The administration therefore has the right and duty to inspect and search students' lockers as well as automobiles belonging to both students and non-students if the administration reasonably suspects, upon information received from law enforcement officials or other sources, that drugs, weapons, dangerous illegal or prohibited matter, or goods stolen from school or from members of the staff or student body are likely to be found therein. In exercise of the school's duty to enforce school discipline and to protect the health and safety of the student and/or the student body, the administration also has the right and duty to search a student's person or belongings if there is a high degree of suspicion that drugs, weapons, dangerous, illegal or prohibited matter, or stolen goods are likely to be found on the student's person or belongings. The items of such a search may be turned over to law enforcement officials for inspection, and may be the subject of school disciplinary hearings or criminal or juvenile court prosecution.

Interrogations by Police

It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. A police officer with a warrant, or in connection with an arrest, may open and search a locker. The Building Principal or his/her designated representative should be present at the time of the search. The parents/guardian of any student subject to a police search must be notified by the Principal or his/her representative as soon as possible. Such notification shall not interfere with the police investigation or arrest process.
2. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the School Principal or his/her designee will be present. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
3. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials and will inform the Superintendent of this action.

Adopted June 9, 2003 Reviewed January 22, 2008 Revised November 23, 2009 Reviewed February 8, 2010

Desks are considered to be school property and may be searched at any time by the Administration.

CLASSROOM PLACEMENT/PROMOTION/RETENTION

Classroom placements are based on an educational and equitable basis. Consideration is given to the following:

- Distribution of students with different achievement, social, emotional, behavioral levels
- Children needing supplemental services
- Boy/girl ratio
- Parent input - through the voluntary parent input sheets sent home or parental letters. Information will be taken into consideration, but does not guarantee that students will be placed within a specific classroom or with specific other students.

Again, we seek to establish heterogeneous classes representing multiple levels of development for we know children learn from one another and benefit from a diversity of interaction. Our goal is "balanced" classes in all grades.

Promotion from one grade to the next requires pupils to demonstrate minimal competency in the core academic areas. A child who fails to meet the minimum requirements for promotion may be transferred to the next grade when the Principal determines the transfer is in the best emotional and/or social interest of the child. Parents/Guardians will be notified no later than the end of April if serious consideration is being given to the retention of a child.

FIRE / EVACUATION / LOCKDOWN DRILLS

Fire / evacuation drill instructions are posted in each room. Students are familiarized with fire drill procedures at the beginning of the school year. Periodic fire/evacuation drills are conducted throughout the year. Students follow their teachers' directions, and must remain silent and orderly when leaving and re-entering the building. Lockdown drills will be practiced twice yearly as outlined in the district's safety plans.

BUS EVACUATION DRILLS

Bus evacuation drills are conducted twice a year by the bus company/driver. Students need to follow the directions of the school bus driver at all times.

DRESS CODE

Grafton Public Schools encourages its students, with parental guidance, to exercise responsible decision-making. Clearly, this pertains to the selection and wearing of proper attire at school. Clothing can never interfere with the primary mission of teaching, learning, and the preservation of a safe environment. Any student who is dressed inappropriately for class will be retained in the office until his/her parent/guardian brings in proper attire.

- o Students should be neat and clean and wear clothing of non-distracting nature. Clothing that interferes with learning or that presents a health and/or safety hazard (such as wearing of chains that hang from one's waist) will not be accepted.
- o Profane messages or printed slogans that are in contradiction with the school's approved curriculum, and/or those advertising alcohol, drugs, or tobacco have no place in school.
- o Students are required to take hats off when they enter the building and to leave their hats in their lockers.
- o Shorts or skirts must be below the student's fingertips and must hang properly at the waist.
- o Muscle shirts, tank tops, camisoles, halter tops, bare midriffs or beachwear are not appropriate dress for school.

TEXTBOOKS

All textbooks are supplied by and are the property of the Grafton Public Schools. Students are expected to be responsible for their textbooks and *to keep them in good condition*. **If a student loses a book, he/she is responsible for replacing the book or for payment.**

LIBRARY BOOKS

Students may borrow books from the library according to each school's policy.

CORRIDORS

Students are to walk quietly and in an orderly manner throughout the building at all times. Students are to keep to the right in the corridors, except when otherwise directed, such as during a fire drill.

EMERGENCY CARDS

Your child will receive an Emergency Card on the first day of school. It is to be filled out completely and returned promptly to school. **If any of the emergency information changes, please notify the office as soon as possible.** Be sure to inform the school of any allergy or other medical problem your child may have.

HEALTH ISSUES/MEDICATION

School nurses are available during regular school hours and may be reached by the school telephone number.

Under Massachusetts State Law, all students enrolled in the Grafton Public Schools must meet the following health requirements for enrollment:

- Immunizations – all children must have had 4 DPTs, 3 Polios, 2 MMRs, 3 HepBs, and 1 Varicella.
- Tetanus every 5 years
 - Ø Vision/hearing screening is conducted yearly.
 - Ø Postural screening is conducted in grade 5. Physical exams are required for all fourth graders.
 - Ø No medication will be dispensed without a completed and signed medication form from the student's physician and parent/guardian. The medication form may be faxed to the school nurse. See Appendix for a copy of the medication form.
 - Ø ***By state law, the school cannot administer any over-the-counter medication, including Cepacol lozenges or Tylenol, without a medication permission slip.*** See Appendix for a copy of the medication form.

If the school nurse suspects a communicable disease, he/she has the authority to dismiss a student for further evaluation. Examples of communicable diseases include, but are not limited to: chicken pox, head lice, and conjunctivitis.

ALLERGIES

Please provide any student allergy information as it becomes diagnosed.

We have students with potentially life-threatening allergies, including, but not limited to peanut/nut allergies. Therefore, there are a number of peanut/nut free designated classrooms at each school. These rooms, as well as, the media center and gymnasium, will have signs posted outside of the classroom as reminders that no peanut/nut products are to be brought into these rooms. To help ensure the safety of all students, we ask that students refrain from bringing peanut/nut products to school. This includes products made with peanut oil, as they could be harmful to our students. Suggested warnings to watch for are, but not limited to**:

Contains peanut/nuts/peanut butter.

May have been produced or manufactured on equipment/machinery that also processes peanuts/nuts/peanut butter.

May contain traces of peanuts/nuts/peanut butter.

Produced in a facility that processes peanuts/nuts/peanut butter.

Produced on equipment shared with peanuts/nuts/peanut butter.

Allergy Alert: This product contains or could contain traces of nuts/peanuts/peanut butter, etc...**Additional information for identification is located in the appendix of this document.

STUDENT INJURIES

Students injured during the course of the school day will be directed to the school nurse for evaluation. The school nurse will assess all injuries and make arrangements with the family for care, if needed.

VISITING THE EARLY ELEMENTARY SCHOOLS – VISITORS

We are happy to have parents visit our schools. We request that each visit be scheduled in advance with the teacher. All visitors must register at the main office and wear a visitor's badge.

ü To **access the buildings**, a button may be pushed outside the main entrance to signal arrival. The secretary or other school personnel will open the door and direct you to the main office.

ü For safety reasons and to avoid disruption, ***all visitors must report to the school office and sign in. A license must be provided to the secretary to create a visitor badge that is to be worn while in the building.***

ü Visitors wishing to **see/speak with a teacher** or student must first report to the school office.

ü If a parent/guardian or visitor has **an important message or something to deliver** to a student during the school day, he/she must leave it with the school secretary or receive permission from the school secretary to go to the classroom. In this way, disruptions to the children's learning are kept to a minimum.

For safety purposes, **any non-school personnel must report their presence to the principal's office upon arrival.**

PARENT ORGANIZATIONS

Each elementary school has an active parent organization, complete with monthly meetings and a slate of officers and sub-committees. These organizations provide the school with educational, social and fund- raising activities. Getting involved is a good way to be of service to your school and ultimately, to your child. Look for their agenda's and notices that are sent home on a regular basis. Some PTO's have developed their own handbook listing their activities, etc.

VOLUNTEERS

Volunteering in the Grafton Public Schools is a time honored tradition. School volunteers are always in demand and perform a variety of functions, from working in the main office, classrooms and library to preparing materials for teachers and students, working in the media center or computer lab, presenting special topics and projects to the students or helping during special events or ongoing programs. Your support and expertise is welcomed.

Volunteering does not require specific skills. You will be trained by the person with whom you work. The key to a successful experience is dependability. Volunteering requires a commitment for the period of time the individual agrees to work in the schools.

Mandatory parent volunteer orientations are offered annually by the building principals.

These orientations are for parents who wish to or anticipate volunteering in school and while students are in session. The orientations address the procedures for signing in/out of the school, the wearing of a volunteer badge and issues regarding student confidentiality. We expect all volunteers to **respect our students' confidentiality**. Breaches of confidentiality will be reported to the building principal.

Times and dates of orientations will be posted on the schools web site, through flyers sent home and the school's newsletter. If you move in after the orientations have been held, please contact the school for information relative to these sessions.

For the protection of our students, all school employees and parent volunteers who work with students must submit to a C.O.R.I. (criminal record check) per school committee policy and state law. C.O.R.I. forms are available at the Central Office only. Applicants must present photo I.D. when applying.

SCHOOL ADVISORY COUNCIL (SAC)

The Massachusetts Education Reform Act, chapter 71, adopted in June 1993, provides for a comprehensive strengthening of local school system leadership for school improvement. School-based councils are a vehicle for involving more parents and teachers in school-wide decision-making and for strengthening the bonds between schools and community. Each Grafton elementary school has an established School Advisory Council. Its annual goals are mandated by the state as follows:

- To identify the educational needs of the school.
- To review the school budget.
- To formulate a school improvement plan.
- To submit the school improvement plan to the school committee for review and approval every year.
- Details about serving on the Grafton Elementary Schools Advisory Councils are sent home annually by
- each school. The Grafton Elementary School Advisory Councils are an excellent way to be involved in a meaningful and hands-on way.

STUDENT SERVICES

- Grafton Public Schools offers services for eligible students through special education, remedial reading, and Limited English Proficiency programs/services and, in some cases, Title I programs/services. Policies related to Special Education and Title I are found in the appendix. Contact your building principal for information regarding eligibility and referral procedures.

PHOTOGRAPHING/VIDEOTAPING OF STUDENTS

- Photographs will be taken for school projects, school wide activities and for the school's memory books. Video of student performances and school musical concerts will be taken for the cable channels. These are candid shots of events and are not intended to identify specific children. All parents provide yearly permission for their child to be photographed and/or video-taped for school events and for student emergency card purposes.

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Grafton Public Schools Statement of Non-Discrimination

Grafton Public Schools is required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement.

The School Committee firmly believes in the fundamental principle of equity in the work place so that no person will be denied employment opportunities for reason or race, color, religion, sex, sexual orientation (as defined by law), age (as defined by law), national origin, or handicapping condition.

Further, the Committee is committed to the policy that no otherwise qualified person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity on the basis of race, color, religion, sex, sexual orientation, age, national origin, or handicapping condition.

The committee affirms the right of all students and staff, regardless of race, color, religion, sex, sexual orientation (as defined by law), age (as defined by law), national origin, handicapping condition or genetic information, to be treated with respect and be protected from intimidation, discrimination, physical harm and/or harassment.

Grafton Public Schools provides equal opportunity for students to participate in all programs and activities irrespective of gender, race, religion, national origin, creed or disability. We expect all individuals to treat each other with dignity and respect.

Title VI Coordinator Tracey Calo 508-839-5421 Title IX Coordinator James Scanlon 508-839-5425
Harassment Officer Tracey Calo 508-839-5421

Nondiscrimination Policy AC

The School Committee firmly believes in the fundamental principle of equity in the work place. No person will be denied employment opportunities for reasons of race, color, religion, sex, sexual orientation [as defined by law], age [as defined by law], national origin, or handicapping condition.

Further, the Committee is committed to the policy that no otherwise qualified person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity on the basis of race, color, religion, sex, sexual orientation, age, national origin, or handicapping condition.

The Committee affirms the right of all students and staff, regardless of race, color, religion, sex, sexual orientation [as defined by law], age [as defined by law], national origin, handicapping condition or genetic information, to be treated with respect and be protected from intimidation, discrimination, physical harm and/or harassment.

Adopted April 8, 2002 Revised September 13, 2004 Reviewed July 11, 2011

Section 504 (Rights and Appeal Process)

SECTION 504 (RIGHTS AND APPEAL PROCESS)

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. One purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who (a) currently has, or (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, selfcare, walking, seeing, hearing, speaking, breathing, working or performing manual tasks. Student eligibility under Section 504 will be determined through a team decisionmaking process. In the event that a parent/guardian disagrees with the decision reached by the team, the parent/guardian has the right to appeal the decision, by following these grievance procedures:

- On Section 504 matters the parent/guardian has a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution. Grafton Public School Section 504 Coordinator: Lisa Boisvert 508.839.5421
- If the parent/guardian wishes to challenge the actions of the district's Section 504 Committee in regard to their child's identification, evaluation, or educational placement, a written Notice of Appeal should be filed with the district's Section 504 Coordinator after the parent/guardian receives written notice of the Section 504 Committee's action(s).
- The parent/guardian may also request a hearing directly from the Massachusetts Bureau of Special Education Appeals in Malden (781) 3386407. Specifically, the parent/guardian has the right to an impartial hearing with respect to the district's actions regarding their child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
- If the parent/guardian disagrees with the decision of the impartial hearing officer, they have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.

- The parent/guardian also has a right to file a complaint with the Office for Civil Rights. The address of the Regional Office which covers Massachusetts is:

Office for Civil Rights

Region 1 U.S. Department of Education John W. McCormack

POCH Room 701 Boston, MA 021894557

No Child Left Behind Parental Notification

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Grafton Public Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of
- the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Grafton Public Schools are committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact Brenda Plante at 508-839-0757.

Non-Custodial Parent Procedures MGL 603.CMR 23.07(5)(a)

Massachusetts General Law 603.CMR 23.07(5)(a) states: A non-custodial parent may have access to the student record in accordance with the following provisions;

A non-custodial parent is eligible to obtain access to the student record unless:

- 1) The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent.
- 2) The non-custodial parent has been denied visitation or has been ordered to supervised visitation.
- 3) The non-custodial parent's access to their child or the custodial parent has been restricted by a temporary or

permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to information contained in the student record.

a. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)a.

- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
- The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- Upon receipt of a court order, which prohibits the distribution of information pursuant to G.L.c.71, sec. 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Harassment

GBAA and JBA

Introduction

It is the goal of the Grafton School District to provide equal employment opportunity for all employees, to prevent any unlawful discrimination or harassment, including sexual harassment, of any individual working at or attending our schools, and to provide a mechanism by which individuals can bring any concerns about discrimination or harassment to the District's attention.

This policy is in effect while students/employees are on school grounds or property within the jurisdiction of the School District such as on school buses, or attending or engaging in school-related activities.

We expect all individuals to treat each other with dignity and respect. We are committed to maintaining a safe and secure environment in which staff and students are all treated with respect. The Grafton School District will not condone or tolerate any harassment, discrimination, or different treatment, of or among staff or students based upon characteristics that include but are not limited to:

Age (as defined by law)

Disability

Sex (including sexual orientation as defined by law) Race

National Origin

Creed

Color

Religion

Veteran Status

Genetic information

Not only does the Grafton School District prohibit discriminatory treatment of its staff and students by supervisors and administrators, we also will not tolerate discriminatory treatment among staff or among students, including harassment.

Each student and employee of the Grafton Public Schools is personally responsible for ensuring that his/her conduct does not harass any other employee or student in schools. Each employee/student, including the Superintendent of Schools and Principals, is responsible for cooperating in any investigation

of alleged harassment if requested to do so by the person conducting the investigation. Any individual who prevents or attempts to prevent an individual from making a complaint of harassment, or fails to cooperate with or interferes in any way with the investigation of such a complaint, will be subject to disciplinary action.

Harassment and Retaliation

Harassment, including sexual harassment, in any form or for any reason is absolutely forbidden and violates Title VI of the Civil Rights Act of 1964, Title IX of the Civil Rights Act of 1972, G.L. c.151B, and c.278s 3A of the Acts of 1996. The Grafton School District will not tolerate retaliation against any individual who has brought harassment or other inappropriate behavior to our attention. Retaliation is strictly forbidden, and if any individual is found to have retaliated against any individual for filing a complaint and/or cooperating in the investigation of any complaint, such action shall be grounds for separate discipline.

Harassment includes verbal or physical conduct which may or does offend, denigrate, or belittle any individual because of, or due to, any of the characteristics listed above. Such conduct includes pictures, jokes, comments, innuendoes, graffiti, or any other behavior, which creates an environment which is offensive and impairs the ability of the employees to work and students to learn.

The School District recognizes that employees and students have legal rights under Massachusetts and federal anti-discrimination laws that are not superseded by this policy.

The student and the employee retain all state and federal protection throughout a harassment investigation and both can seek the remedies afforded them by state and federal law at any time. The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, but the need for confidentiality must be balanced with the need to investigate allegations of harassment thoroughly and to take disciplinary action when prohibited conduct has occurred.

Definitions

While all types of harassment are prohibited, sexual harassment requires particular attention.

Massachusetts General Laws, Chapter 151B, Section 1 (18):

The term "sexual harassment" shall mean sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when; (a) submission to or rejection of such advance, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive environment. Discrimination on the basis of sex shall include, but not be limited to sexual harassment.

Massachusetts General Laws, Chapter 151C, Section 1(e):

Sexual harassment means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when; (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive education environment.

Title VII of the 1964 Civil Rights Act:

Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitute sexual harassment when; (1) submission to such conduct is made a term or condition of employment, (2) submission or rejection of such conduct is used as a basis for employment

decisions, or (3) such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working environment.

Examples of Sexual Harassment:

Sexual harassment may include but is not limited to: Verbal harassment or abuse;
Subtle unwelcome pressure for sexual activity; Inappropriate patting or pinching;
Intentional unwelcome brushing against an employee's (co-workers) or student's body
Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
Comments about an individual's sexual activity, deficiencies, or prowess;
Displaying sexually suggestive objects, pictures, cartoons;
Any sexually motivated unwelcome touching;
Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
Comments about an individual's body;
Unwelcome leering, whistling, sexual gestures, suggestive or insulting comments;
Inquiries into one's sexual experiences;
Discussion of one's sexual activities.

Investigation

The Harassment Investigator is the person appointed by the School Committee to investigate charges of harassment. The Harassment Investigator shall be a person both employees and students feel comfortable approaching with such a charge.

The Grafton Public School District's Harassment Investigator and Title IX Coordinator is:

Tracey Calo

30 Providence Road Grafton, MA 01519 508-839-5421

The Superintendent will be authorized to appoint a temporary substitute Harassment Investigator, if necessary.

Complainant and Respondent:

Complainant is the person bringing forth the charge of harassment. Respondent is the person charged with harassment.

Reasonable Man/Reasonable Woman Standard:

The Harassment Investigator shall employ either a reasonable man or a reasonable woman standard, depending upon the sex of the complainant, when investigating a charge of harassment. That is, would a reasonable man or a reasonable woman perceive the conduct of the respondent as harassment.

Reprisal:

A reprisal is an action that is retaliatory in nature. Any other form of harassment shall be considered a reprisal. For example, respondent is a supervisor/teacher and gives complainant an undeserved negative evaluation/grade because complainant brought the claim of harassment against the respondent.

Employee(s):

Employee(s) shall be read to mean: administrators, teachers, clerical staff, cafeteria workers, educational assistants, custodial staff, and anyone else employed by, or a volunteer of, the School District.

Persons who need to know:

Persons who need to know shall include, at the appropriate time(s), the respondent, any witnesses, the Harassment Investigator, the representatives present in the investigation interviews, the complainant's parent(s) if complainant is a student, the Superintendent, and the School Committee.

Harassment may encompass an accumulation of incidents, and not just one incident, i.e., a remark/joke, etc. that may seem innocuous when said the first time but continues after complainant states that he/she is offended by that type of remark/joke, etc. The following procedure section refers to an "incident" of harassment but also means the accumulation of "incidents" to the point of harassment.

Procedure:

When the complainant is a student:

If a student confides in an employee that the student, or another student, has been treated inappropriately by either another student or an employee of the school department, the employee shall **immediately** bring the matter to the attention of the building Principal. The principal will provide the student and his/her parents/guardians with a copy of policy GBAA. A written complaint must be filed with the Harassment Investigator within five (5) days of the incident.

The Harassment Investigator shall:

Notify the student and his/her parent(s)/guardian(s) that the student's claim of harassment has been referred to the Harassment Investigator for an investigation;
Notify the proper authorities if the situation warrants such obligation;
Notify the respondent of the charge against him/her. If the respondent is an employee, inform him/her that he/she may have a representative present when interviewed by the Harassment Investigator. If the respondent is a student, the parents/guardian are notified;
Interview the complainant with parent(s)/guardian(s);
Interview the respondent with union representation or parent/guardian, if requested;
Interview the employee who notified the Investigator of the claim of harassment;
Interview any witnesses to the harassment; and,
Submit a written determination to the Superintendent within 5 (five) days of the final interview. The report should include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact;
Re-interview the complainant and the respondent, under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. Or, the Harassment Investigator may permit the complainant and the respondent the equal opportunity to submit written reports with any additional information.
The Harassment Investigator shall document the statements of the complainant, the respondent, and the witnesses, as to (a) the date(s) of the alleged incident(s); (b) the dates of the meetings with the interested parties; and (c) the persons present at the meetings.
The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant shall/will not be tolerated.
The complainant and the respondent shall both verify the Harassment Investigator's documentation of their individual statements as to the incident(s) of harassment, by signing the Harassment Investigator's notes of the meeting(s), and making any corrections to their own statements if necessary.
Upon conclusion of the investigation:
The Harassment Investigator shall file a written report within five (5) days which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact.

The Superintendent shall determine what action shall be taken within five (5) days, if any.

· If the charge is substantiated, the action to be taken shall consist of, but not be limited to, one of the following:

- (a) Warning
- (b) Suspension
- (c) Dismissal, following all due process procedures
- (d) Expulsion

· The action of the Superintendent shall be taken as soon as possible following the submission of the Harassment Investigator's report.

· The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.

· The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the appeal. The Superintendent shall review the information and reconsider his/her decision and or findings. If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

IF HARRASSMENT IS DETERMINED TO BE OF THE LEVEL OF "ASSAULT OF A MINOR", THE PROPER AUTHORITIES SHALL BE NOTIFIED AT ANY POINT IN TIME DURING THE INVESTIGATION. THE SCHOOL COMMITTEE'S INVESTIGATION, THROUGH ITS HARRASSMENT INVESTIGATOR, SHALL BE SEPARATE; BUT THE SCHOOL COMMITTEE WILL COOPERATE WITH THE AUTHORITIES.

When the complainant is an employee and the respondent is an employee or volunteer:

If an employee believes that he/she has been harassed, he/she shall report the incident immediately in writing to the Harassment Investigator, or a person to whom the complainant feels comfortable reporting such a matter (e.g., union representative, supervisor, etc.). If the harassment is not reported to the Harassment Investigator initially, the person to whom it was reported shall notify the Harassment Investigator immediately upon learning about the harassment.

After the report of harassment, the Harassment Investigator shall immediately begin the investigation. The Harassment Investigator shall:

Interview both the complainant and the respondent, individually and privately, unless the presence of a union representative or other legal representative is requested;

Document the statements of both the complainant and the respondent by noting (a) the dates of the alleged incident(s), (b) the dates of the meetings with the complainant and the respondent, (c) the persons present at the meetings, and (d) the names of persons given as witnesses;

Interview any witnesses named by either the complainant or the respondent, individually and privately, unless the presence of a union representative or other legal representative is requested;

Document the statements of the witnesses, who will sign off as to the validity of the statements; and,

Re-interview the complainant and the respondent, under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. Or, the Harassment Investigator may permit the complainant and the respondent equal opportunity to submit written reports with any additional information.

The complainant and the respondent shall both verify the Harassment Investigator's documentation of their individual statements as to the incident(s) of harassment by signing the Harassment Investigator's notes of the meeting(s) and making any corrections to their own statements, if necessary.

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The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant will not be tolerated.

Upon conclusion of the investigation:

The Harassment Investigator shall file a written report within five (5) days, which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact.

The Superintendent, upon receipt of report, shall determine what action shall be taken within five (5) days. If the charge is substantiated, the action to be taken shall consist of, but not be limited to, one of the following.

Warning

Suspension

Dismissal, following all due process procedures

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Harassment Investigator's report.

The action of the Superintendent shall be taken as soon as possible following the submission of the

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· The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.

· The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the

appeal. The Superintendent shall review the information and reconsider his/her decision and or findings.

If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

When the complainant is an employee and the respondent is a student:

If an employee believes that he/she has been harassed by a student, the employee shall report the incident(s) in writing immediately to the Harassment Investigator.

After the report of harassment, the Harassment Investigator shall immediately commence the investigation. The Harassment Investigator shall:

Notify the parent(s)/guardian(s) of the student respondent;

Interview the complainant with union representation present, if requested

Interview the student respondent with parent(s)/guardian(s) and/or legal representation present;

Document the statements of both the complainant and the student respondent by noting (a) the dates of the alleged incident(s), (b) the dates of the meetings with the complainant and the respondent, (c) the persons present at the meetings, and (d) the names of persons given as witnesses;

Interview any employee witnesses named by either the complainant or the respondent, individually and privately, unless the presence of a union representative is requested;

Interview any student witnesses, named by either the complainant or the respondent, with either parental approval or the parent(s)/guardian(s) present;

Document the statements of the witnesses who will sign off as to the validity of the statements; and,

Re-interview the complainant and the respondent under the same circumstances as the first interview, if the Harassment Investigator believes more information or clarification is necessary. The Harassment Investigator may permit the complainant and the respondent the equal opportunity to submit written reports with any additional information.

The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainant shall/will not be tolerated.

The complainant and the student respondent shall both verify the Harassment Investigator's notes of the meetings, making any corrections to their own statements, if necessary (parent/guardian co-sign).

Upon completion of the investigation:

The Harassment Investigator shall file a written report within five (5) days which shall include a determination of whether harassment occurred, a procedural summary, a summary of evidence, and finding of fact;

The Superintendent, upon receipt of report, shall determine what action shall be taken within five (5) days. The action to be taken may include, but not be limited to:

- An apology to the victim;
- Participation in a workshop in awareness of harassment; Detention;
- Researching and writing a paper on the topic of harassment; Counseling;
- Suspension or expulsion. The procedure for suspension will follow the procedure set forth in the Student Handbook for serious offenses.

- The action of the Superintendent shall be taken as soon as possible following the submission of the Harassment Investigator's report.
- The investigation report and, if action is taken, the report of said action shall be placed in the respondent's personnel file.
- The complainant and the respondent will be notified within five (5) days that a determination has been made and if action on their part is required. A copy of the Harassment Investigator's written report shall be provided to both parties.

The decision of the Superintendent may be appealed by the complainant or the respondent within five (5) days. The aggrieved party shall provide a written statement of appeal including pertinent information supporting the appeal. The Superintendent shall review the information and reconsider his/her decision and or findings. If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

Safeguards

REPRISAL AGAINST THE COMPLAINANT OR ANY WITNESSES SHALL NOT BE TOLERATED. CONFIDENTIALITY WILL BE MAINTAINED TO THE BEST ABILITY OF THE HARASSMENT INVESTIGATOR. THE PERSONS WHO NEED TO KNOW WILL BE THE ONLY ONES TO BE TOLD THE NAMES OF THE PARTIES.

If either the complainant or the respondent is dissatisfied with the results of the investigation of the harassment charge, he/she may discuss his/her dissatisfaction directly with the Superintendent. If an individual believes that he/she has been subjected to harassment, he/she may file a formal complaint with either or both of the government agencies set forth below. Using the District's complaint process does not prohibit an individual from filing a complaint with the agencies listed below. Each of the agencies has a short time period for filing a claim (EEOC – 180 days; MCAD – 6 months).

The United States Equal Employment Opportunity Commission (“EEOC”) 475 J.F.K. Federal Building
Government Center
Boston, MA 02203

The Massachusetts Commission Against Discrimination (“MCAD”) 436 Dwight Street
Suite 220
Springfield, MA 01103

The Committee issues this policy to provide measures to fight harassment at a level below litigation; the School District does not intend to usurp any rights guaranteed under state or federal laws.

Copies of this policy shall be given on an annual basis to each student and employee of the School District—either as a part of a handbook or by the normal route for disseminating important notices—and posted in conspicuous places; i.e., places where employees gather and are most likely to see the postings.

The School District shall arrange trainings for the students and employees to explain the policy and sensitize students and employees to harassment.

Sources utilized in forming this policy include:

Who’s Hurt and Who’s Liable: Sexual Harassment in Massachusetts Schools, Massachusetts Board of Education (1986)

Sexual Harassment in the Schools: Preventing and Defending Against Claims, Gregory, Gwendolyn H., Naomi E. Giltens, et al., eds.

Revised Edition, NSBA Council of School Attorneys (1993).

Approved October 28, 2002 Revised: October 11, 2005 Revised December 11, 2006 Revised June 25, 2007 Reviewed March 24, 2008 Reviewed March 9, 2009 Reviewed March 22, 2010 Reviewed January 10, 2011

Bullying JICD

The Grafton Public Schools are committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated by the Grafton Public Schools.

Bullying shall be prohibited:

- On school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school or through use of technology or an electronic device owned, leased or used by a school district or school and
- At all times, the parties retain all rights under state and federal laws, and are free to avail themselves of those rights.
- At a location, activity, function or program that is not school-related, or through use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Each student of the Grafton Public Schools is personally responsible for ensuring that his/her conduct is not intimidating to any other student. .

I. Bullying Prohibited

It is a violation of this policy for anyone, including another student, to bully or intimidate a student through conduct or communication as defined by this policy.

II. Definition of Bullying

Bullying

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

Cyberbullying

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

III. Bullying and Retaliation Prohibited

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

IV. Plan/Guidelines

In accordance with MGL Chapter 92 the district will develop and implement a Bullying Prevention and Intervention Plan approved by the Department of Elementary and Secondary Education. The plan shall include:

- Descriptions of and statements prohibiting bullying, cyber bullying and retaliation
- Procedures for students, staff, parents, guardians and others to report bullying
- Procedures for promptly responding to and investigating reports of bullying or retaliation
- A range of disciplinary actions that may be taken against the perpetrator for bullying or retaliation including a provision that a student who knowingly makes a false accusation of bullying or retaliation will be disciplined
- Procedures for restoring a sense of safety for a victim
- Strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation
- Procedures consistent with state and federal law for promptly notifying the parents/guardians of a perpetrator or victim
- Procedures for prompt notification by the principal or designee to law enforcement when criminal charges may be pursued against the perpetrator
 - Strategies for providing counseling or referral to appropriate services
 - Provision for ongoing professional development to build skills of staff members including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.

- Provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan

LEG REF.: MGL Chapter 92

Adopted June 9, 2003 Reviewed June 2, 2008 Reviewed January 12, 2009 Reviewed March 22, 2010

Revised September 13, 2010

Bullying Prevention/Intervention Plan

One of the Grafton Public Schools' primary responsibilities is to maintain a safe school environment conducive to teaching and learning. This Bullying Prevention and Intervention Plan was developed in response to CH. 92 of the Acts of 2010 prohibiting bullying in schools. The intent is that this plan will strengthen existing protections for our students and serve as a tool for our faculty and administration to promote reflection, inquiry, and growth. The school district expects that all members of the school community will treat each other in a civil manner and respect individual differences.

Process: Following the passage of CH. 92 of the Acts of 2010, Grafton Public Schools' administrators perused the law and attended workshops presented by the Department of Elementary and Secondary Education and the Massachusetts Aggression Reduction Center.

On July 27, 2010 the Massachusetts Aggression Center provided a seminar for all Grafton Public School administrators specific to the law and development of a school district bullying prevention and intervention plan.

In August 2010 the school district implemented a bullying identification and investigation protocol.

Modifications to this protocol were considered during the development of the complete bullying plan.

The development of the Bullying Prevention and Intervention Plan included surveying Grafton's students, their parents, and the school faculty. Information gleaned from the survey responses in conjunction with the workshop/seminar experiences, literature review and guidance provided by the Department of Elementary and Secondary Education model bullying prevention plan were instrumental in the administrative team constructing a draft Bullying Prevention and Intervention Plan.

The draft Bullying Prevention and Intervention Plan was vetted with the school community, including the police department. Input was sought and received from Grafton's faculty and parents. The soliciting of community input occurred through various public forums. A highlight of this process was an October 26, 2010 joint School Counsel meeting. At this meeting parents, students, School Committee members, faculty and administrators engaged in analysis and conversation of the draft plan.

Following the vetting process the revised draft plan was presented to and approved by the School Committee on December 6, 2010.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying. The school district is committed to working with students, staff, families, law enforcement agencies and the community to prevent issues of violence.

I Leadership

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The draft plan was developed by members of the Administrative Team in consultation with faculty and staff and presented to the School Committee for review and comment on October 18, 2010. The plan was posted on the District Website for review and public comment and also presented to a joint School Council meeting on October 26, 2010 for review and comment. The final draft of the Plan was adopted by the Grafton School Committee at its December 6, 2010 meeting.

B Assessing needs and resources. The Grafton Public Schools assessed needs and resources in the following manner

1. The District deployed Bullying and Cyberbullying surveys to Students grades 6-12 and 3-5, parents/guardians, and faculty/staff in September of 2010. The data gathered from the survey was used to develop the plan and curriculum. The data was presented at the districtwide joint School Council meeting on October 26, 2010 and posted on the District website November 2-23, 2010 for public comment.
2. The District Administrative Team reviewed available data on bullying behavioral incidents within the district.
3. The District assessed all curriculum currently used focused on bullying prevention, cyberbullying and school climate. A task force was formed to assess the adequacy of current curriculum and plan for curriculum implementation.
4. The School Committee revised the District Bullying Policy JICD to reflect current legislation and requirements in September of 2010. The adopted Bullying Prevention and Intervention Plan will become School Committee Policy JICD-R after its final approval.

C Planning and oversight. The following matrix identifies those responsible for tasks required under the Plan

Receiving reports on bullying	Building Principals
Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes	Teachers Building Principals Student Support Teams
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;	Administrative Team
Planning for the ongoing professional development that is required by the law;	Assistant Superintendent Administrative Team Trained Faculty/Staff

Planning supports that respond to the needs of targets and aggressors	Building Principals Student Support Team School Psychologists School Adjustment Counselors
Choosing and implementing the curricula that the school or district will use	Assistant Superintendent Teacher Task force
Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them	School Committee Director Of Technology
Amending student and staff handbooks and codes of conduct	School Committee Building Principals
Leading the parent or family engagement efforts and drafting parent information materials; and	Administrative Team School Committee
Reviewing and updating the Plan	Administrative Team

D Priority statements. The Grafton Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of

our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

II Training and Professional Development

A Annual staff training on the Plan. Annual training topics for all school staff on the Plan will include:

- staff duties under the Plan,
- an overview of the steps that the principal or designee will follow upon receipt of a report of bullying
- or retaliation,
- and an overview of the bullying prevention curricula to be offered at all grades throughout the school
- or district.
- Training for faculty/staff will be included with the mandated topics currently required by regulation. The training will be conducted within the first month of each school year.
- The District will organize a cadre of certified trainers (trained by Massachusetts Aggression Reduction Center) to conduct annual training as needed.
- Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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

- (a) developmentally (or age-) appropriate strategies to prevent bullying;
- (b) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (c) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (d) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (e) information on the incidence and nature of cyberbullying; and
- (f) internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Special Education staff training on the bullying legislation began in September 2010 and will be provided in an on-going basis. A review of the law and implications for students with special needs has been provided. Staff will have opportunities to review specific cases and work with colleagues to discuss best practices for intervention in this area.

The District will provide ongoing opportunities for professional development as appropriate for all staff/faculty.

C Written notice to staff. The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or District faculty/staff handbook. The Plan will also be published on the District website.

III Access to resources and services

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

A Identifying resources. The District will conduct a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. After the initial mapping of resources is complete, the district will develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The mapping of resources will be conducted by members of the administrative team. Recommendations for new programs will be the joint responsibility of the administrative team and the bullying curriculum task force.

B Counseling and other services. The District will continue its practice of connecting students/families with Community Service Agencies as is appropriate. The site based Student Support Team, the building principal, the school psychologist and any other appropriate staff member will be responsible. School Adjustment Counselors and School Psychologists will assist school administration in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Possible interventions may include but not be limited to tools including, behavioral intervention plans, social skills groups, and individually focused curricula.

C Students with disabilities. Students with disabilities will have the same access to curriculum and intervention as offered to students in the general education population. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include determining whether specific accommodations, specially designed instruction or related services are necessary in order to meet the needs of the child.

IV Academic and Non-academic activities

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

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

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

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

C Curriculum Development The Grafton Public Schools has formed a Bullying Prevention Curriculum Task Force. The Task Force will be comprised of the Assistant Superintendent for Curriculum, Assessment and Grants and teacher representatives from each school.

The Task Force will do the following:

- Review existing appropriate evidence-based curriculum vehicles for the delivery of the
- Bullying Prevention curriculum
- Review new materials where necessary and make recommendations for adoption to the
- Curriculum Planning Council and the School Committee
- Develop lessons, referring to the stated objectives and guidelines, for consistent use at each
- grade level.
- Make recommendations for the frequency of lessons.
- The timeline for the work of the Task Force is as follows
- • Initial meeting/training December 2010
- • Review of curriculum January 2011 – March 2011

- Recommendations for adoption to Curriculum Planning Council April 2011•
Adoption/Training/Implementation June-September 2011

D Curriculum Implementation The Grafton Public School will implement their approved evidenced-based curriculum no later than the fall of 2011 as follows

Grades

Vehicle/Time

Curriculum Being Considered

Frequency

K-5

Morning Meeting

Responsive Classroom MARC K-5

TBD Recommendation by Task Force

6-8

Early Learning Block

Second Steps

Steps to Respect

Seattle Cyber Curriculum

9-12

Schoolwide Advisory

MARC Cyber Curriculum

10

Health

PATHS Peacebuilders

Additional Curriculum Activities The District supports programs/activities that promote the value of a positive school climate and healthy and respectful behaviors. Though some of these programs/activities are not evidence based or specifically targeted to bullying prevention they will continue to be offered

- Morning Meeting – Responsive Classroom- K-5
- Bus Communities – Responsive Classroom – K-5
- Literature Circles – Monthly Stories
- Internet Safety Presentations for students and parent/guardians – K-5• Positive Behavior Supports (PBS) - MS
- STARS recognition program – HS
- Rachel's Challenge/Friends of Rachel Groups - HS

V Policies and Procedures for Reporting and Responding to Bullying and Retaliation

B Expectations The Grafton Public Schools will follow the set procedures and guidelines for the implementation of an anti-bullying protocol. This protocol includes:

- A student/parent complaint process
- A staff logging process
- A reporting process for staff
- An investigation process
- A disposition report
- A process for communication with parents/guardians/staff
- Record keeping and reporting
- It is an expectation of the district that all staff members are required to report any incident of bullying, harassment or retaliation they see or learn about. The district will promptly

and reasonably investigate all allegations of harassment, including bullying and retaliation. The principal or designee of each building will be responsible for handling all complaints alleging harassment, bullying, or retaliation. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

C Logging Gateway Behaviors The District believes in the importance of prevention of and early intervention for bullying behaviors.

Gateway Behaviors Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

To bring focus to isolated behaviors such as teasing, name-calling, rough-housing, staring, excluding district faculty/staff will 'log' behaviors observed. The District will use Logging Sheets (*see Appendix*) to track incidents of Gateway Behaviors. This data will inform school personnel of possible patterns of behavior that require investigation or intervention.

Using the Logging Sheet (*see appendix*) each faculty/staff member will log incidents witnessed. It is the expectation that each incident will also be immediately addressed with the student(s)/person(s) involved. At any time a faculty/staff member witnessing an incident may immediately refer the incident for investigation.

Logging Sheets will be collected at each school on a biweekly basis. The sheets will be reviewed by the administration and school Student Support Team for possible referral and/or investigation. In addition to referral and investigation data from the logging sheets will be used to plan/revise curriculum to address trends in the school.

D Procedures for reporting acts of bullying If any employee of the Grafton school district observes, or otherwise becomes aware of a possible act of bullying or retaliation that person must report the event to a school administrator (Principal or Assistant Principal) within 1 full school day, using the Bullying/Retaliation Incident Reporting Form (*see Appendix*).

If a student expresses a desire to report or discuss a possible incident of bullying or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.

Bullying/Retaliation Incident Reporting Forms may be obtained in the school's main office, counselor's office, on the respective school and district web sites, and other locations determined by the school. The district will also provide electronic means of submitting a Bullying/Retaliation Incident Reporting Form. All members of the community (students, staff, or family members) may report an act of bullying or retaliation to a school administrator via the Bullying/Retaliation Incident Reporting Form. If a student requires help completing the form, a staff member will provide the necessary assistance.

Each school will devise ways in which the reporting forms may be submitted to school administration.

Information obtained from the bullying/retaliation Incident Report Form shall be recorded in the district as a "complaint" for the reporting student.

E Procedures for the Prompt Investigation of Acts of Bullying or Retaliation

The Principal or administrative designee must initiate an investigation of a report of bullying or retaliation within one (1) school day after being notified of a possible bullying/retaliation incident, consistent with due process rights, using the Bullying/Retaliation Investigation Form.

If the target is injured, medical treatment will be provided without delay, and the student's parents will be notified immediately.

The Principal or administrative designee will conduct an investigation to determine both whether an act of bullying/retaliation occurred, and which person(s) were responsible for the act(s) and/or played a role in perpetuating it. The Bullying/Retaliation flowchart will be followed (*see appendix*) Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigative process.

The Principal or administrative designee will make every attempt to contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.

Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.

When an act of bullying or retaliation has been determined, the Principal or administrative designee will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

If the aggressor's actions are delinquent acts or criminal in nature, they shall be reported by the Principal or administrative designee promptly to the responsible law enforcement agency according to the laws of the State of Massachusetts.

The Principal or administrative designee will notify parents/guardians of all parties involved of the incident, the outcome of the investigation, and whether disciplinary action was taken.

The Principal or administrative designee will create a written record of the bullying/retaliation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. No material records or evidence will be discarded until all students involved have left the school district.

The Superintendent shall be notified and will summarily document the investigation.⁶²

F Disciplinary Consequences The Grafton Public Schools will investigate reports of bullying, retaliation and/or harassment. Should the investigation determine that such bullying retaliation and/or harassment has taken place the following disciplinary consequences may be taken. Consequences may include one or more of the following, taking into consideration the frequency and severity of the incident(s).

Disciplinary Consequences

- Admonishment
- Written Warning
- Parent Conference
- Temporary Removal from Classroom
- Loss of Privileges
- Exclusion from Extracurricular Activities
- Detention
- Saturday School
- Suspension (in/out of school)
- Referral to Police Department for criminal action
- Exclusion
- Expulsion
- Any other action authorized by and consistent with the disciplinary code in each school
- Student/Parent Handbook.
- Remedial Actions
- Restorative Justice
- Awareness Training
- Limited Access to Building

- Behavioral Assessment/Evaluation
- Behavior Management Plan
- Parent Conferences
- Modification of Schedule
- Referral to Family Counseling
- Law Enforcement Involvement
- Modifications to Hallway Traffic
- Professional Development Plans for involved Staff
- Safety Plan
- Disciplinary Action for School Staff
- Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. For students with special needs, who may be subject to disciplinary action due to acts of bullying, Special Education regulations will be adhered to, up to and including following the Manifestation Determination process.

G False Charges Any student who knowingly makes false charges or brings a malicious complaint regarding bullying, retaliation, or harassment, and discrimination or hate crimes may be subjected to any of the disciplinary and/or corrective actions detailed above.

H Procedures for Following Up Acts of Bullying/Retaliation After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the Principal or administrative designee will develop with the target student or witness as appropriate and their parents or guardians a safety plan *see Appendix*); and with the aggressor student and their parents or guardians a conduct plan (*see Appendix*). Both plans will include notifying the teachers not only of the incident, but also of all the parties involved, specifying their roles.

The safety plan for the target/witness will include, but not be limited by, the following. A staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:

- No acts of retaliation have occurred.
- Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
- Information regarding outside support services are provided to student and family.
- The frequency and duration of check-ins will be determined on a case-by-case basis, but will not be less than two (2) times per week for a period of four (4) weeks.
- After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the Principal or administrative designee.
- The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the Principal or administrative designee.
- The conduct plan for the aggressor will include, but not be limited by, the following: The Principal or administrative designee will conduct compulsory conduct meetings to ensure the following:
 - No further acts of Bullying have been committed.
 - The student has been educated regarding acceptable alternative behaviors.
 - The student has received further education of the school's anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed.
 - The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the minimum requirement should be at least two (2) times per week for a period of four (4) weeks.
 - Information regarding outside support resources will be made available to the student and

- their parents/guardians.
- A progress report identifying student conduct will be provided after two weeks.
- Discontinuation of the conduct plan will be determined by the Principal or administrative
- designee. All meetings and the ending of the conduct plan should be documented and kept throughout the student's school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

H Reporting Orientation Schools will inform staff about the availability of the Logging Process Form and the Bullying/Retaliation Incident Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.

Schools will inform students and parents about the availability of the forms and their use during orientation sessions and periodically throughout the school year.

Samples of the form, as well as a description of the form's availability will be included in the faculty and student/parent handbooks.

Forms will be available in the school's main office, counselor's office, library, and other locations as determined by the individual schools. Electronic versions of the form will be available on the district and individual school websites.

Each school will devise ways in which the reporting form may be submitted to school administration, including means to submit anonymously.

I Bullying Protocol for Teachers/Staff Members With the Bullying Protocol in place there may be a question regarding what constitutes an incident, what is a logging incident and what is a bullying incident. The rubric below has been created to assist with this determination. Sample behaviors are included, but not limited to, the following list of transgressions. Teachers are always advised to use their knowledge to determine if immediate action needs to occur.

Incident	Gateway Behaviors Logging Incident	Bullying Incident
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<p>Incidents that require a response by an adult to shape/redirect behavior:</p> <ul style="list-style-type: none"> • Calling out in class • Unwanted movement in the classroom • Refusal to do work • Disrespectful behaviors- to self, others, materials • Improper use of materials • Breaking school rules of safety, recess, lunch, etc... 	<p>Gateway Behaviors :</p> <ul style="list-style-type: none"> • Teasing • Name calling • Making fun of • Exclusion • Spreading rumors • Talking about • Staring • Making faces • Mimicking • Rough housing • Physical altercations • Cyber issues 	<p>Repeated behaviors, such as:</p> <ul style="list-style-type: none"> • Repeated logging incident behaviors • Repeated incidents of physical aggression • Repeated incidents of intimidation • Repeated incidents of emotional aggression • Repeated disrespectful behaviors
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VI Collaboration with Families

A Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTG, School Councils, and Special Education Parent Advisory Council.

B Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians.

The school or district will post the Plan and related information on its website.

VII Prohibition against Bullying and Retaliation

The Grafton Public Schools pledges to prepare all students to be life-long learners and responsible citizens. The Grafton Public Schools are committed to maintaining a safe school environment free of bullying.

In accordance with the current School Committee Policy JICD, "The Grafton Public Schools are committed to maintaining a school environment free of bullying. Bullying of students by other students will not be tolerated by the Grafton Public Schools.

Bullying shall be prohibited:

- On school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned or leased or used by a school district or school or through use of technology or an electronic device owned, leased or used by a school district or school and
- At a location, activity, function or program that is not school-related, or through use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Each student of the Grafton Public Schools is personally responsible for ensuring that his/her conduct is not intimidating to any other student.”

The definition of Bullying is:

“The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a 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 or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.”

Cyberbullying is:

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

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

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

VIII Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

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

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

v. or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

Gateway Behaviors Isolated, non-repeated, behaviors including but not limited to teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercations, cyber issues

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

IX Relationship to Other Laws

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

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Grafton Public Schools

Bullying Prevention/Intervention Plan

Adopted by School Committee December 6, 2010

HAZING JICFA

It shall be the policy of the Grafton School Committee to abide by and support M.G.L. Chapter 269, Sections 17, 18, 19, a Commonwealth of Massachusetts Act prohibiting the practice of hazing.

Any student found to have organized or participated in a hazing incident, as defined by law, will be subject to disciplinary action as prescribed in the Codes of Conduct for the middle and high schools (and contained in their respective handbooks). Reports of the incident will be made to the Superintendent of Schools and the Police Department.

M.G.L. Chapter 269

Crime of Hazing; Definition; Penalty

Section 17: Whoever is a principal organizer or participant in the crime hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in the house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this section and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding,

forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect their physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Duty to Report Hazing

Section 18: Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger of peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Statutes to be Provided to Student Groups; Compliance Statement and Discipline Policy Required

Section 19: Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Regents and, in the case of secondary institutions, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the Attorney General, any such institution which fails to make such report.

Adopted June 9, 2003 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

PHYSICAL RESTRAINT OF STUDENTS JKAA

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Grafton School District. Further, students of the district are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less-intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the School community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student.

The following definitions appear at 603CMR 46.02: (Code of Massachusetts Regulations)

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs.

Mechanical restraint – The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. Seclusion restraint – Physically confining a student alone in a room or limited space without access to school

staff. The use of "Time Out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint". Chemical restraint – The administration of medication for the purpose of restraint.

The Superintendent will maintain written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide;
- Descriptions and explanations of the school's method of physical restraint;
- Descriptions of the school's training and reporting requirements
- Procedures for receiving and investigating complaints.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint which the Department of Education recommends be at least 16 hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

In addition, each staff member will be trained regarding the school's physical restraint policy. The principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or in response to destruction of property, or disruption of school order.

"Any member of the school committee or any teacher or any employee or agent" of the school committee is not precluded from using such reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. MGL Ch. 71, Section 37G.

Staff shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report no later than the next school day. The Principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department of Education.

When a restraint has resulted in serious injury to a student or staff member or when an extended restraint has been administered, the school district shall provide a copy of the required report to the Department of Education within five (5) school working days of the administration of the restraint.

In special circumstances, restraint waivers may be sought from the parents of children receiving special education services. This must be done through the IEP process. Restraint waivers may also be sought from parents of students who present a high risk of frequent dangerous behavior that may require the use of restraint.

Adopted June 9, 2003 Revised September 25, 2006 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

STUDENT RECORDS JRA

The Grafton Public Schools shall comply with the laws and court decisions and the regulations developed by the State Department of Education relating to the maintenance and distribution of student records.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00).

The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Family Education Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations afford parents and students over 14 years of age certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Records regulations by contacting the school principal.

Such rights include:

- the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- the right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask their school district to amend a record that they believe is misleading or inaccurate. If the District decides not to amend the part of the record in which change is requested by the parent or student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA, the Federal Act of 2001 ("No Child Left Behind"), and the Massachusetts Regulations authorize disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school

official is a person employed by the District as administrator, supervisor, instructor, consultant, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

· the right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Adopted June 9, 2003 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed March 22, 2010

STUDENT RECORDS

JRA-R

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parent/guardian and students’ rights of confidentiality, inspection, amendment, and destruction of student’s records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parents.

(2) If a student from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the school district or who are providing services to the student under an agreement between the school district and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the school district shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school district or are employed under a school district service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties. (3) The evaluation team which evaluates a student.

Eligible student shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody is considered a non-custodial parent for purposes of M.G.L. c. 71, s34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational- technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school district maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the school district.

The student record shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

(a) Authorized school personnel under 603 CMR 23.02(9) (a) who inspect the student record; (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9) who add information to or obtain access to the student record; and (c) School nurses who inspect the student health record.

Access of Third Parties: Except for the provisions of 603 CMR 23.07 (4) (a) through 23.07 (4) (h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents: As required by M.G.L.c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

1. The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
2. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or

permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

(b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually.

(c) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in

English and the primary language of the custodial parent, that it will provide the non-custodial parent with access to the student's records.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

Revised: June 30, 2002 SOURCE: MASC Policy

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. of Education 23.00 through 23:12 also

Mass Dept. of Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

Adopted June 9, 2003 Revised 10/25/05 Reviewed January 22, 2008 Reviewed January 12, 2009
Reviewed March 22, 2010

STUDENT DUE PROCESS RIGHTS JIA

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

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

Adopted June 9, 2003 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

STUDENT INTERROGATIONS, SEARCHES & ARRESTS JIH

Searches by Administration

The school administration retains control over lockers which are lent to students for purposes of storage of school-related materials only. The Administration also regulates admission and parking of automobiles on school grounds. The administration therefore has the right and duty to inspect and search students' lockers as well as automobiles belonging to both students and non-students if the administration reasonably suspects, upon information received from law enforcement officials or other sources, that drugs, weapons, dangerous illegal or prohibited matter, or goods stolen from school or from members of the staff or student body are likely to be found therein. In exercise of the school's duty to enforce school discipline and to protect the health and safety of the student and/or the student body, the administration also has the right and duty to search a student's person or belongings if there is a high degree of suspicion that drugs, weapons, dangerous, illegal or prohibited matter, or stolen goods are likely to be found on the student's person or belongings. The items of such a search may be turned over to law

enforcement officials for inspection, and may be the subject of school disciplinary hearings or criminal or juvenile court prosecution.

Interrogations by Police

It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. A police officer with a warrant, or in connection with an arrest, may open and search a locker. The Building Principal or his/her designated representative should be present at the time of the search. The parents/guardian of any student subject to a police search must be notified by the Principal or his/her representative as soon as possible. Such notification shall not interfere with the police investigation or arrest process.
2. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the School Principal or his/her designee will be present. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
3. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials and will inform the Superintendent of this action.

Adopted June 9, 2003 Reviewed January 22, 2008 Revised November 23, 2009 Reviewed February 8, 2010

Learning Environment

JK-R3

BEHAVIOR CODE OF CONDUCT Elementary Schools

It is the goal of the Grafton Public Schools to actively establish and maintain both a respectful and caring learning environment. The three elementary schools in Grafton believe in the Responsive Classroom philosophy that the social curriculum is as important as the academic curriculum. The development of good behavior in the elementary school is a teaching process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear or discomfort, so that learning can take place. The Grafton Elementary Schools follow and practice the principles of Responsive Classroom emphasizing the core values of Caring, Assertiveness, Respect for self and others, Empathy, and Self-control.

Delineation of Expectations

Good citizenship in school is based on respect and consideration of others. Parents, students, and staff will be expected to conduct themselves in a way in which the rights and privileges of others are not violated. In an effort to promote an atmosphere of mutual respect among all members of the Grafton Elementary School community, the following guidelines for responsibilities and expectations have been established.

Each student and teacher has the following rights in school:

- to work in pleasant, safe and orderly surroundings.
- to have an atmosphere that encourages learning.
- to be free from insulting or abusive behavior from others.

Elementary school students at all times are expected to:

- be honest in their words and deeds.
- act in a way that does not disrupt learning.
- respect the rights of fellow students without fighting, teasing or name-calling.

- respect the personal property and school material of others.
- respect and not break, damage or deface the school property—buildings, grounds, materials and furnishings.
- use language that is appropriate and respectful.
- conduct themselves in an orderly and safe manner with appropriate voice and self-control.

Students are expected to:

- Respect all public property and not break, damage, or deface school property – the building and grounds, materials, and furnishings.
- Respect the personal property and school materials of the teacher and of other students.

Behavior Code of Conduct

A school is a place for learning. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that the learning process can take place.

Each member of the Grafton educational community is expected to adhere to four basic behavioral guidelines: 1. Respect for self

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1. Respect for others as you would respect yourself
2. Respect for the physical environment of the school.
3. Respect for the learning environment of the school.

Student members of the Grafton educational community are responsible for:

- Interacting respectfully with all school personnel
- Supporting their classmates
- Cooperating with teachers
- Contributing to the learning environment through their positive actions
- Understanding and following the school's Code of Conduct.
- Parent/guardian members of the Grafton educational community are responsible for:
 - Participating with school staff in developing and supporting suitable behavior.
 - Cooperating with school staff to resolve disciplinary issues
 - Understanding and supporting the school's Code of Conduct.
- Staff members of the Grafton educational community are responsible for:
 - Modeling the behavior expected of students
 - Providing enriching educational experiences.
 - Understanding and enforcing the school's Code of Conduct in order to prevent disciplinary issues.
 - Consequences for failure to meet expectations of conduct
- To ensure that we reach these positive goals, it is necessary to delineate those behaviors which are unacceptable in our learning environment and make clear the consequences of such actions. There will be logical consequences for students with inappropriate behavior. Logical consequences may range from warnings to loss of certain school privileges and parents/guardian may be notified. Each elementary school has a program in place that helps students reflect and improve their personal behavior.
- If inappropriate behavior disrupts the learning of other children, the child may be temporarily separated from the classroom into a designated area in the school. In those rare instances when a child's actions may be detrimental to the health or welfare of the school, the child may be separated/suspended from the school for a period of time.
- Individual schools have expectations for cafeteria, playground/recess, walkers, and locker behavior that are specific to those settings and will be communicated to students/parents at those schools. Logical consequences will be given for

- infractions. Discretion will be used by teachers and administrators in determining a loss of recess (physical activity) based upon the circumstances at the time.
- Consequences will be administered with fairness and shall serve both the individual needs and the circumstances of the student, as well as the overarching need and desire to maintain an environment of mutual respect for all members of the Grafton Middle School community.
- Students Who Violate the Behavior Code
- Disciplinary action usually starts with a discussion about what occurred, what could be done differently next time, and what to do about what has occurred.
- In the case of a more serious violation, disciplinary actions may be: loss of certain school privileges such as; recess, playground, school helper, separation from a school or class activity; parent notification and/or conference.

In those instances when a child's actions may be detrimental to the health or welfare of themselves or others, the child may be suspended from the school from 1 to 3 days, according to School Committee Policy.

Possession of Weapons: Any student who knowingly possesses, or uses a weapon during school hours or on the school bus, can be suspended from 5-10 days with the possibility of expulsion for repeated occurrences. The policy defines a weapon as "a device or object intended to inflict bodily harm including, but not limited to, a gun, knife, sling shot, metallic knuckles." Possession or bringing in of a gun is automatic expulsion from school for the remainder of the school year.

Behavior Rubric for Students Who Violate Behavior Code Please Note:

All occurrences will be subject to the severity of the occurrence, intent of the occurrence, and repetition of the occurrence.

Threats of harm to self or others will be dealt with immediately on an individual basis in relation to severity.

The severity of each incident will be individually evaluated and may warrant variance from rubrics as determined by staff, as well as, by teacher, principal/parent.

School policy/property violations will follow handbook policy.

Multiple infractions in close proximity will result in written and or verbal communication from student to parent, as

Behavior	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Respect for Self	Friendly reminder	Friendly reminder Social conference	Friendly reminder Social conference	Friendly reminder Social conference Loss of privilege Written Apology	Friendly reminder Social conference Loss of privilege Written Apology
Respect for Others	Verbal apology Safety issues are referred to	Verbal apology Safety issues are referred to Loss of privilege	Verbal apology Safety issues are referred to Loss of privilege Written apology Call home to	Verbal apology Safety issues are referred to Loss of privilege Written apology Call home to parent Letter to parent Refer to principal	Verbal apology Safety issues are referred to Loss of privilege Written Apology Call home to parent Letter to parent Refer to principal Principal intervention

	principal		parent		
Respect for Physical Environment	Vandalism – go to fifth occurrence				
Respect for Learning Environment	Safety issue or socially inappropriate – referred to principal				

Student Conduct – Disciplinary Alternatives

Good citizenship in school is based on respect and consideration of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect authority, to conform to school rules and to those provisions of law that apply to their conduct.

Discipline of Special Needs Students

All students are expected to meet the requirements for behavior as set forth in the student handbooks.

Chapter 71B of the Massachusetts General Laws and its implementing regulations require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students:

§ 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.

§ When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."

§ If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
- as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

§ Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

§ Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

§ If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

§ Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise. The following procedures apply to students currently receiving services under section 504:

§ If a student is suspended for longer than 10 consecutive days or has a series of suspensions that are shorter than 10 consecutive days but constitute a pattern a team meeting is held.

§ District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the 504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the 504 plan. This process is referred to as a manifestation determination.

§ If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities

§ If district personnel, the parent and other members of the Team determine the behavior IS a manifestation of the student's disability, the team will review the 504 plan to make any appropriate changes to support the student's educational access and implement the revised plan.

The following procedures apply to students referred but not yet found eligible for special education:

§ If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

· If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

· If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Any of the following actions may subject a student to expulsion by the principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at a school-sponsored event, including athletic games, in possession of a dangerous weapon (or replica) or a controlled substance.
2. Assaulting a principal, assistant principal, teacher, teacher's aide or other staff member on school premises or at school- sponsored or school-related events including athletic games.

Any of the following actions will subject a student to suspension, exclusion, expulsion, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property or private property.
2. Stealing or attempting to steal school property or private property.
3. Intentionally causing or attempting to cause physical injury to another person.
4. Using or copying the academic work of another and presenting it as his/her own without proper attribution.
5. Repeatedly and intentionally defying the authority of supervisors, teachers, or administrators.

Suspension may also result from other student actions; these actions may be listed in the handbook(s).

Definitions:

Suspension - removal from school for a period not to exceed 10 days. Exclusion – removal from school for a period of 11 – 183 days. Expulsion – removal from school for an indefinite period of time.

SUSPENSION

Suspension from school is to be considered a last resort toward setting clear limits and developing good behavior. Toward this goal, suspension is a resource tool that may be used to address inappropriate behavior (see Appendix for Student Discipline Code Policy).

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

1. Possession, use, distribution, sale of alcohol, drugs or drug paraphernalia on school property. In some cases, expulsion may result. (Grafton Police notified). See School Department Policy JICH.

1. Drug-imitating behavior.
2. Smoking in school.
3. Possession of incendiary devices such as lighters, matches, etc.
4. Profanity, obscene gestures or obscenities.
5. Fighting or threatening behavior.
6. Willful destruction of school property. Arrangements for full restitution must be arranged before readmission to school.
7. Stealing.
8. Illegal acts – Grafton Police notified.

10. Insubordination.

11. Leaving the school without permission during the day.

12. Any act that interferes with the operation of the school.

13. Possession of a weapon (or replica). See School Department Policy JICI. Expulsion from school will occur. 14. Derogatory racial, ethnic, religious, or cultural remarks to another.

15. Sexual harassment (See School Department Policy GBAA).

16. Committing any act that is perceived to place the health or safety of another person in jeopardy.

17. Asking another student or students to threaten or harm another student

18. Persistent misconduct. 19. Cheating, plagiarism.

Legal Refs: M.G.L. c71, S. 37H, 37H1/2 and 37L M.G.L c 7, 6, S. 16 and 17

Sec. 504, c71, S 37H 603 CMR 26:08

Adopted June 9, 2003 Revised July 20, 2009 Revised November 23, 2009 Reviewed February 8, 2010

ACCEPTABLE USE OF TECHNOLOGY IJDB

1. Introduction

This document formalizes the policy for users of Grafton Public Schools technology hardware, software and network. All users, including students, teachers, administrators, parents and guests are covered by this policy and are expected to be familiar with its provisions.

2. User Responsibilities

It is the responsibility of any person using Grafton Public Schools technology hardware, software and network resources to read, understand, and follow these guidelines. In addition, users are expected to exercise reasonable judgment in interpreting these guidelines and in making decisions about the appropriate use of Grafton Public Schools resources. Any person with questions regarding the application or meaning of these guidelines should seek clarification from his or her administrator or from the Technology Department, as appropriate. Use of Grafton Public Schools resources shall constitute acceptance of the terms of these guidelines for the duration of use. Specific groups of users have additional responsibilities:

A. Administrator Responsibilities

The administrator, including School Committee members, is responsible for making certain that the educators and students in the district or organization understand, sign off, and abide by the Acceptable Uses policy as stated in this document (Paragraph 3). If an administrator has reason to believe that a user is misusing the system, the administrator has the right to question the user and discipline said user as a school/community/academic issue as outlined in other district documents. It is also the responsibility of the administrator to report any misuse of the system to the superintendent or his designee and the technology department.

B. Educator and Employee Responsibilities

It is the responsibility of employees who are using Grafton Public Schools technology tools to abide by this policy and when working with students to teach students about safe and responsible use of the Internet and technology resources. Educators and employees are responsible for monitoring students' use of these resources, and to intervene if students are using them inappropriately. Educators should make sure that students understand and abide by the Acceptable Uses policy as stated in this document (Paragraph 3). If an educator or employee has reason to believe that a student is misusing the system, he or she has the right to request an administrator question the user and discipline said user as a school/community/academic issue as outlined in other district documents. It is also the responsibility of the teacher to report any misuse of the system to his/her administrator or directly to the technology department.

C. Student Responsibilities

It is the responsibility of students who are using Grafton Public Schools tools to learn about safe and responsible use of the Internet and technology resources. Students are responsible to use of these resources appropriately. Students must abide by the Acceptable Uses policy as stated in this document

(Paragraph 3). If a student is misusing the system, an administrator has the right to question the user and discipline said user as a school/community/academic issue as outlined in other district documents.

Violations apply to the school specific code of conduct.

D. Parent, Guardian, Volunteer and Guest Responsibilities

It is the responsibility of parents, guardians, volunteers and guests who are using Grafton Public Schools tools to learn about safe and responsible use of the Internet and technology resources. Parents, guardians, volunteers and guests are responsible to use of these resources appropriately. Parents, guardians, volunteers and guests must abide by the Acceptable Uses policy as stated in this document (Paragraph 3). If a parent, guardian, volunteer or guest is misusing the system, an administrator has the right to question the user and discipline said user as a school/community/academic issue as outlined in other district documents.

3. Acceptable Uses

The technology resources available to Grafton Public School users are to be used for educational purposes. Technology includes all electronic and physical media, including, but not limited to, the following: computers and peripherals (such as calculators, personal and networked computers, printers, scanners, large-screen viewers or projection devices, and science probes); software; telecommunications media (Internet, satellite, email, cable, distance learning, cell phone, and fax); Web 2.0 and social networking resources, audio-visual aides; and adaptive and assistive technologies to facilitate instruction. Violation of this policy may result in immediate loss of use of the technology and/or disciplinary action up to and including legal action.

- Proper and respectful behavior as determined by the Grafton Public Schools or its representatives is expected at all times.
- Software and other information media, such as videos, data, and websites, are protected by copyright laws which cannot be violated.
- Plagiarism from any source, whether print or electronic media, is illegal.
- Users have the right to information as guaranteed by the First Amendment of the US Constitution; however, the
- school system and its representatives have the right to restrict access to or use of any information that does not apply
- to the approved curriculum or professional activities.
- Willful destruction and/or vandalism of any electronic or physical media, hardware or infrastructure, will not be
- tolerated. Telecommunication activities, including but not limited to Internet and intranet, must be restricted to
- approved curriculum or professional activities.
- Communications must not be religiously, sexually, politically or racially defamatory or abusive. Communications
- about sensitive topics must not be directed at person(s) when reported in educational contexts.
- Use of technology to communicate or to discuss confidential school district information must be done with caution so
- as to eliminate the possibility of a breach of confidentiality.
- All software and other information media, including games, must be educationally oriented.
- Privacy and respect for other people's files and communications, including email, are essential. Users will not access
- or attempt to access anyone else's files or communications without explicit permission of the user or otherwise
- outlined in this policy.

- Commercial use of Grafton Public Schools technology and Internet access is forbidden. Use of technology for
- communications and solicitations must follow the guidelines set forth by the Grafton Public Schools Communications and Solicitations Policy (File: KHA).
- 4. No Expectation of Privacy
- Grafton Public Schools technology resources are the property of Grafton Public Schools and are to be used in conformance with these guidelines. Grafton Public Schools retains the right to inspect any user's accounts and the files it contains in administrative, legal, or security investigations. Users are advised that emails and messages in discussion forums, including deleted messages, are regularly archived and can be retrieved. In addition, an Internet firewall automatically checks all data moving between the local area network and the Internet and logs the sending and receiving destinations in accordance to Massachusetts law on public documents. Use of Grafton Public Schools technology resources constitutes consent for the technology staff or administration to monitor and/or inspect any files that users create, any messages they post or receive, and any web sites they access.
- 5. Passwords
- Each user shall be required to use and maintain passwords created according to software guidelines, and to use a different password for network login and PowerSchool access. Users must not share passwords. For each user, one password is to be used to access the Grafton Public Schools computer network and any resources that reside within the network and require password access. A separate password is required for each user to access PowerSchool resources. Users are advised to use a third password for email. The users must take precautions to maintain the secrecy of their password so that other users will not be able to utilize that password for malicious purposes. If a user suspects that someone has discovered the user's password(s), the user should change the password immediately. Users are responsible for all activity under their accounts. Users will be required to change their network login password at least twice a year.

6. Website

The Grafton Public Schools' website is established to provide a link between the Grafton Community and the Grafton Public Schools, and to share information regarding district and school events. The objective of the website is to increase the visibility and communication of the Grafton Public Schools within the community, to promote understanding, and to foster support for teaching and learning.

The website shall include information on School Committee activities, school policies, calendars and contacts. The website shall serve as an educational resource with educators having the ability to post assignments and provide opportunity for publication of student work, both creative and academic, within the scope of the Internet Safety Policy (IJNDB). The website will be further integrated into the curriculum as a whole, in pursuit of ongoing technology curriculum integration in accordance with the school district's Technology Plan and the Strategic Plan.

Administrators, teachers, and staff are expected to maintain a current webpage on district and school websites.

7. Internet Safety Policy

The Grafton Public School District complies with the Child Internet Protection Act as codified by Senate 97-106, an amendment to Section 254 of the Communication Act of 1934 (47 USC 254) through the following practices and procedures:

A. Internet Protection Measures (include but not limited to)

1. Careful teacher supervision

2. Use of a filtering program to ensure Internet traffic is checked to avoid access to “inappropriate sites”
3. Monitoring of student log-on procedures and Internet access
4. Teaching computer ethics and safety at all grade levels

B. Internet Safety Procedures

1. The use of student likenesses and images in print and web-based publications requires prior approval. Principals are responsible to monitor this. A general release is found in the student handbooks and on the Emergency Card.
2. Discretion will be used when posting student names and likenesses or student work.
3. Student and faculty data is never supplied to vendors or distribution lists except as required by law.

C. The enclosed policies and procedures are designed to

limit access by students to inappropriate subject matter on the Internet and World Wide Web;

- assure the safety and security of students when using electronic mail, chat rooms, Web 2.0 and other forms of direct electronic communications;
- prevent unauthorized access, including so-called “hacking” “cracking”, reverse-engineering, etc.
- prevent other unlawful activities online;
- prevent unauthorized disclosure, use and dissemination of personal information regarding students and adults; and
- provide measures designed to restrict students’ access to harmful materials
- 8. Violations
- Failure to observe these guidelines may subject users to discipline as a school/community/academic issue as outlined in handbooks. The technology department and/or administrator will notify school or organization administrators of any inappropriate activities by the users. It will also advise law enforcement agencies of illegal activities conducted through the Grafton Public School resources and will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through said resources.
- 9. Disclaimers
- Grafton Public Schools make no warranties of any kind, either expressed or implied, for its technology services and resources. Grafton Public Schools is not responsible for any damages incurred, including, but not limited to: loss of data resulting from
- delays or interruption of service, loss of data stored on Grafton Public Schools resources, or damage to personal property used to access Grafton Public Schools resources; for the accuracy, nature, or quality of information stored on Grafton Public

Schools resources or gathered through Grafton Public Schools or the Internet; for unauthorized financial obligations incurred through Grafton Public Schools-provided access. Further, even though Grafton Public Schools may use technical or manual means to limit unlawful access, these limits do not provide a foolproof means for enforcing the provisions of this policy. All provisions of this agreement are subordinate to local, state and federal statutes.

This policy is in compliance with state and federal telecommunications rules and regulations. This policy is reviewed annually in reference to new technologies and state and federal telecommunications rules and regulations.

Legal Refs: 47 USC § 254

(adopted from Massachusetts DESE and MassONE policies)

Adopted March 22, 2010

GRAFTON PUBLIC SCHOOLS

ACKNOWLEDGEMENT OF RECEIPT OF ACCEPTABLE USE OF TECHNOLOGY POLICY AND GUIDELINES

I have read the Acceptable Use of Technology Policy and Guidelines (IJNDB) and agree to comply with its guidelines.

_____ *User's Name*

_____ *Date*

Role: (Check all that apply) _____ *School Committee* _____ *Administrator*

_____ *Teacher*

_____ *Employee*

_____ *Parent/Guardian* _____ *Guest*

_____ *Volunteer*

Reviewed February 27, 2012

Safety Plan

_____ *User's Signature*

_____ *Parent/Guardian Signature (if User is under 18)*

The Grafton Public Schools, in conjunction with community members, including our Police and Fire Chief, have created a school safety plan. This plan was adopted by the School Committee on March 11, 2002 and is periodically reviewed.

The Safety Plan includes a Guide to Crisis Prevention, Crisis Intervention and Crisis Response. The Safety Plan is operative at all of our schools.

Distinctive components of our safety plan include:

- Staff training/orientation
- Establishment of building crisis teams
- Plans to reduce risk
- Emergency safety procedure
- Evacuation plans
- Lockdown drills
- Responses to aftermath of crisis

IJNDB-E

Title I Parental Involvement KB-3

The Grafton School Committee believes that through home, school, and community, we can create a positive environment that encourages parents to be actively involved in their child's education. To this end, the district is committed to the ongoing implementation of an effective home-school partnership. The following initiatives are aimed toward meeting this goal.

1. Parents/guardians of Title I students will be invited to an annual meeting. The purpose of the meeting will be to explain the Title I Parental Involvement Policy, and to review parents' rights to be involved in Title I activities as well as Title I district parent "right to know" provisions related to teacher qualifications and professional background.

2. Parents/guardians of Title I students will be provided an opportunity to become involved in Title I planning, needs assessment, review and improvement efforts.

3. Parents/guardians of Title I students will be provided an opportunity to evaluate the content and effectiveness of the Title I parent involvement program.

4. Parents/guardians of Title I students will be provided an opportunity to participate in the review of the Title I Parental Involvement policy during the School Committee review cycle.

5. Parents/guardians of Title I students will be provided with:

- school and individual assessment information and results, including an explanation of those

results, as requested

- information about how students are supported within the regular classroom curriculum
- opportunities for regular meetings related to the education of their children, and timely responses to parent inquiries and suggestions.

6. Parents/guardians of Title I students will be provided with opportunities to attend trainings, workshops and conferences sponsored by the District and other agencies related to Title I and to build the District's capacity for meaningful involvement.

7. Parents/guardians of Title I students will receive timely information relevant to Title I and student achievement. The information shall be distributed through means such as, but not limited to: School Newsletters, Parent/Teacher Conferences, Open House, the annual meeting, quarterly progress reports, and the parent/student handbook.

Adopted 4-12-04

Revised September 11, 2006 Reviewed June 9, 2010

STUDENT INSURANCE PROGRAM JLA

Student accident insurance will be made available to all students whose parents/guardians wish to pay the premium.

The policy normally covers injuries suffered by insured children while attending school or going to and from school. A policy for round-the-clock coverage may also be purchased at a higher premium, if available.

Accident claim forms are supplied by the Principal's office. The insurance company will process all claims.

Adopted June 9, 2003 Revised September 11, 2006 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

ADMINISTERING MEDICINES TO STUDENTS JLCD

Every attempt should be made to dispense medication to a child while at home. No medications will be dispensed at school except as absolutely necessary. If prescribed medications must be taken several times each day and cannot be given at home only, a medication permission slip form signed by the physician and parent is required. A medication permission form is also required for emergency medication. Examples of emergency medications are those required for diabetic reactions, asthma attacks, and bee sting allergies.

Medication dispensed at school must be kept in the original container. Prescription medications must be accompanied by a medication permission form which has been signed by the physician and parent/guardian. Forms are available through the school nurse's office and some area physicians.

Medication for students in grades K-8 must be brought to school by a parent or guardian and must be handed directly to the school nurse. High school students may not bring medication to school without prior approval from the school nurse and parent/guardian. High school students are never allowed to carry narcotics, psychotropic medications or ADD/ADHD medications. High school students must bring the medication in the labeled container directly to the nurse upon arrival to school in the morning. Students in Grades 6-12 may carry their personal inhalers or Epipens only if approved by the school nurse and with a signed medication permission form from the physician with parent/guardian signature.

Only a 30-day supply of medication can be brought to the school at one time. Outdated medicine will be discarded unless otherwise instructed by the parent/guardian. Medication may be picked up no later than

one week after school ends, after which it will be discarded. Each school will be responsible for maintaining current and accurate records of all students seen and action taken.

The school cannot administer any over-the-counter medication, including throat lozenges and acetaminophen, without written physician direction for students in grades Pre-school through grade 5. The school physician will supply standing orders for over-the-counter medication administration which allows the nurse to administer the medication once the nurse receives the signed parent permission form. The school nurse may administer the following medications once during the school day to students in grades 6 – 12 if the parent has completed and signed the Permission form Over-the-Counter Medications (OTC) form attached to the emergency card: Acetaminophen, Diphenhydramine, Ibuprofen, antibiotic ointment, antacid, cough drops.

The school nurse will notify parents as noted on form JLCD-E1.

Adopted June 9, 2003 Revised September 25, 2006 Reviewed December 10, 2007 Reviewed January 22, 2008 Reviewed May 20, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010

MEDICATION PERMISSION FORM JLCD-E

As a general school procedure, no medication will be dispensed at school except absolutely necessary medications. Examples of emergency medications are those required for diabetic reactions, asthma attacks and bee sting allergies. A medication permission form is required for emergency medication. Other medications are to have their time schedules arranged by your family doctor so as to avoid being given during school hours. These include medicines required three or four times a day. If prescribed medications must be taken three or four times each day and cannot be given at home only, a medication permission form signed by the physician and parent is required. Medication dispensed at school must be kept in the original pharmacy container. These medications must be accompanied by a medication permission form which has been signed by the doctor and parent/guardian. Forms are available through the school nurse's office and some area physicians.

Medication for students in grades K-8 must be brought to school by a parent or guardian and must be handed directly to the school

nurse. High school students may not bring medication to school without prior approval from the school nurse and parent/guardian. High school students are never allowed to carry narcotics, psychotropic medications or ADD/ADHD medications. High school students must bring the medication in the labeled container directly to the nurse upon arrival to school in the morning. Students in Grades 6-12 may carry their personal inhalers or Epipens only if approved by the school nurse and with a signed medication permission form from the physician with parent/guardian signature.

Medication will be dispensed by the school nurse or delegate, only when absolutely necessary in accordance with the school policy. Only a 30 day supply can be brought to school at one time. Outdated medicine will be discarded unless otherwise instructed by

parent/guardian. Medication may be picked up no later than one week after school ends, after which it will be discarded. Each school will be responsible for maintaining current and accurate records of all students seen and action taken.

To be completed by the Physician: The below-named student must: (a) take prescribed medication during school hours, as it is required to be administered more than three times a day and cannot be given at home only, or (b) take prescribed emergency medication.

Student _____ School _____

Diagnosis _____ Medication Prescribed _____

Dosage Required _____ Duration of Medication (days) _____

Time of Day Medicine to be Administered at School _____

In the event of the following side effects, the physician must be notified:

_____, _____, _____, _____

Allergies

Additional Comments _____

Date _____ Physician's

Signature _____ Phone _____

Parent/Guardian: I, the undersigned, give permission to school personnel to administer to my child the above-named medication. I understand that school personnel are not responsible for any problems arising from administration of this medication, its side effects (if any) or for the omission of medication. I further agree to indemnify and hold harmless the School Committee and its agents and servants against all claims as a result of any or all acts performed under this authority. In grades 6-12, it is the student's responsibility to report to the nurse's office at the time the medication is to be taken.

YES NO In health unit

YES NO May carry on person (applies to grades 6-12 only)

Date _____

Signature _____ Phone _____

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Adopted December 10, 2007

Reviewed January 22, 2008

Reviewed May 20, 2008

Reviewed January 12, 2009

Reviewed February 8, 2010

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

JFABD

The Grafton Public School District will work with homeless students and their families to provide them educational and other services as required by federal law. Those homeless students who actually live within the Grafton School District and those who live outside the Grafton Public School District, but whose "school of origin" as defined by federal law is within the Grafton Public School District may be eligible.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies.

The Grafton Public School District will make school placement decisions on the basis of the "best interest" of the child. To the extent feasible, a homeless student will be entitled to remain in the school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. A parent may request that the student attend school in the school district where the student actually lives. Transportation within the Grafton Public School District shall be provided by the Grafton

Public School District. When the student is transported between the Grafton Public School District and another school district, the districts shall coordinate transportation services and divide the transportation costs.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state regulations. Unaccompanied youth (students not in the custody of a parent or guardian), will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception.

Students and families will be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

LEGAL REFS.: *Title I, Part C*

No Child Left Behind Act, 2002

The Grafton Public Schools Homeless Coordinator is:

Adopted December 13, 2004 Revised January 22, 2007 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010 Reviewed April 22, 2013 Updated June 20, 2017

Neil Trahan

30 Providence Road Grafton, MA 01519 508-839-5421

HOMEWORK POLICY IKB

Policy IKB

Homework Policy Overview

Grafton Public Schools defines homework as work completed outside of classroom time that supports and enhances the learning of the curriculum. Educators recognize that students learn at varied paces and in myriad ways and take this into consideration when designing and assigning work. Moreover, educators design homework that is meaningful, manageable, and developmentally appropriate. Therefore, within and across classrooms at all grade levels, homework assignments may appear to be different in order to address individual student need.

Cumulative demands of homework, especially for students at middle school and high school, can create unmanageable situations for even diligent learners. As a result, homework is not required, but when given, educators will assign work that meets one or more of the following purposes for learning:

- Reading: Extensive research confirms a direct correlation between the amount of time students read and their growth as learners. Reading improves fluency, increases background knowledge, expands vocabulary, and boosts comprehension. Beyond reading for homework, we encourage students to read for pleasure.
- Preparation: These assignments help students acquire pertinent background information and prepare students to participate in upcoming lessons, projects, or assessments.
- Check for Understanding: These short assignments are intended to inform the teacher's instructional practice by outlining the skills and concepts students have mastered.
- Practice: This work allows students to review and reinforce skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- Extension: These assignments require students to apply specific skills and concepts to new situations, integrate multiple concepts, and promote the development of critical and creative thinking skills.
- Students shall not be given a homework assignment which requires resources and/or references which are not accessible to them, and a student or class shall never be given homework for disciplinary reasons.
- ***Portions of the above definitions have been excerpted from Lexington Public Schools Homework Policy.*

- Due Dates for Assignments Abutting School Vacations
- When educators assign homework near a school vacation (Thanksgiving, December, February, and April breaks), they must not include the break period in the time allotted to complete the assignment. Generally, educators will adhere to the following guidelines:
 - Short term assignments (typically a one-night assignment) must be assigned at least two (2) days/class sessions before the vacation and may not be due the first day back from the vacation.
 - Long term assignments must be assigned at least five (5) days/class sessions before the school vacation and may not be due before the 3rd day back after the vacation.
- *Students in Advanced Placement courses may be required to complete homework during a school vacation to fulfill the requirements of college-level curricula.
- ***Portions of the above have been excerpted from Lexington Public Schools Homework Policy.*
- Homework Missed as a Result of Absence
- Assignments and due dates will be determined at the discretion of the educator but will allow the student a minimum of two (2) days to complete homework missed due to absence. Upon return to school from an extended absence, students in conjunction with their teachers and parents will develop a plan to complete make-up work within a reasonable amount of time.

Adopted January 27, 2003 Revised February 8, 2010 Reviewed June 4, 2012 Revised: April 24, 2018

ATTENDANCE JE

- The Grafton School Committee, realizing the importance of regular attendance as a factor in successful academic achievement, does endorse that the only acceptable reasons for being absent from school are those caused by:
 - personal illness
 - death in the family/family emergency
 - documented medical, dental, legal appointments (including court appearances)
 - religious observances
 - school-sponsored trips or representing Grafton schools at a school activity
 - college interviews/visitations (per the High School handbook)
 - extenuating circumstances with the approval of administration
- Under the discretion of the principal, students absent for any of the above reasons may be provided the opportunity to make up missed work.

Parents are requested to notify the school the morning of the absence. In addition, the school requires a note, signed by the parent/guardian, to be sent with the student on the day of return stating the date and reason for the absence. Absence notes are kept on file.

This policy represents the minimal attendance policy of the Grafton Public Schools. Each level of school (elementary, middle and high school) may have more stringent attendance policies per parent/student handbook guidelines.

Adopted June 9, 2003 Revised September 11, 2006 Revised November 13, 2006 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed February 8, 2010 Reviewed April 22, 2013

ATTENDANCE

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STUDENT ATTENDANCE

All students are expected to attend school on a regular basis. Under the laws of the Commonwealth of Massachusetts "every child between the ages of 6 and 16 is compelled to attend school".

Absences

All absences will be recorded on a student's record but should be documented by one of the following:

- Illness verified through written documentation by a parent/guardian or physician
- Death in the family/family emergency verified through written documentation by a parent/guardian
- Medical appointments verified through written documentation by a parent/guardian
- Religious observance
- Make up work
- An absence, dismissal, or tardy verified by a parent/guardian or other authorized person carries with it the opportunity to make up assignments
- *The following regulations apply to individual schools.*
- High School
- Absences
 - A parent/guardian must notify the school by phone at 508 839-5425 by 8:30 a.m.
 - School will call parent/guardian for any student absent without notification.
 - Tardies after 11:00 a.m. are considered absences.
 - Dismissals

• Dismissals prior to 11:00 a.m. are considered absences. Tardies

A student is tardy to school if he/she is not in his/her assigned area when the bell rings at 7:25 a.m.

Tardies after 11:00 a.m. will be recorded as an absence.

Excessive unexcused tardies (more than three) are subject to disciplinary action as follows:

- 4th tardy = 1 office detention
- 5th tardy = 1 Saturday School and mandatory parent conference
- 6th tardy = 1 Saturday School and Attendance Plan
- 7th tardy = Loss of privileges
- Excessive Absences
- A limit of ten (10) absences for a full year 5.0 credit course or five (5) for a half-year 2.5 credit course will be allowed.
- Absences in excess will result in loss of credit. A passing grade may be achieved by the student but credit will be forfeited. Loss of credit may be appealed before the principal.
- Parent/guardian will be notified, in writing, when student absences are in excess of three (3) for a half-year course and five (5) for a full-year course. A meeting with administration may be requested.
- Middle School

Absences

- A parent/guardian must notify the school by phone at 508-839-5420 by 8:30 a.m. A message may be left on the school answering machine, 508-839-6724.
- School will call parent/guardian for any student absent without notification.
- Tardies after 11:00 a.m. are considered absences.
- Students are responsible for making up any missed work.
- Excessive Absences
- A meeting may be held if there are excessive tardies and/or if a student is absent more than five (5) times during the half school year or ten (10) times during the full school year.
- Parent/Guardian will be notified, in writing, when student absences are in excess of three (3) times during the half school year and five (5) times during the full school year. A parent meeting may be requested.
- Tardies
- A student is tardy to school if he/she is not in his/her assigned area when the bell rings at 7:25 a.m. Tardies after 11:00 a.m. will be recorded as an absence, according to the absence rules.

- Excessive unexcused tardies (more than three) are subject to disciplinary action as follows:
 - 4th tardy = 1 office detention
 - 5th tardy = 1 Saturday School and mandatory parent conference 6th tardy = 1 Saturday School and Attendance Plan
 - 7th tardy = Loss of privileges
 - Dismissals
 - Dismissals prior to 11:00 a.m. are considered absences. Elementary Schools
- General Policy
- A parent/guardian must notify the school by phone (MSS: 508-839-0757, NSS: 508-839-5428, SGES: 508- 839-5484, NGES: 508-839-5483) by 9:30.
 - School will call parent/guardian for any student absent without notification.Excessive Absences
 - A meeting may be held if there are excessive tardies and/or if a student is absent more than five (5) times during the semester or ten (10) times during the school year.
 - Parent/Guardian will be notified, in writing, when student absences are in excess of 10 cumulative times.
 - Adopted June 9, 2003 Revised June 25, 2007 Reviewed January 22, 2008 Reviewed March 22, 2010 Reviewed May 24, 2010 Revised April 22, 2013 Revised August 9, 2016
 - USE OF ELECTRONIC DEVICES IN SCHOOL JICJ
 - See also EGAF
 - Electronic devices include video cell phones, cellular phones, Smart phones, Ipods, MP3 players, CD players, Gameboys, hand- held video game players and headphones.
 - Grades 9-12
 - · A student may use an electronic device in the hallway between classes and also during lunches in the cafeteria
 - · Electronic devices may be used within the classroom for educational purposes and only with the expressed permission of
 - a teacher or administrator or in case of an emergency as determined by school staff.
 - · Video cellphone use is not permitted at any time without prior approval from teacher or administrator.

Grades PreK-8

- Electronic devices must be TURNED OFF and stored in either lockers or book bags during school hours. These electronic devices are not to be visible during school hours
 - Electronic devices may be used within the classroom for educational purposes and only with the expressed permission of a teacher or administrator or in case of an emergency as determined by school staff.
 - Video cellphone use is not permitted at any time without prior approval from teacher or administrator.
- Grafton Public Schools are not responsible for lost or stolen electronic devices.
- Adopted June 9, 2003 Revised September 26, 2005 Revised September 11, 2006 Reviewed January 22, 2008 Reviewed January 12, 2009 Reviewed March 22, 2010 Amended January 24, 2011

STUDENT WELFARE

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Protocol for Critical Incidents

Staff members are responsible for the safety and welfare of all students under their supervision. Any staff member who leaves students unsupervised, or fails to provide for the safety and welfare of those for whom he/she is responsible, is liable and may be considered negligent.

Critical Incidents

A critical incident involving a student could be a suspicion, rumor, observation, or report of

- A crime
- Child abuse and/or neglect
- Sexual abuse
- Verbal and/or physical abuse involving a student
- Attempted or threatened suicide (including self-inflicted injury)
- Alcohol and/or drug use
- High-risk behaviors that may threaten a student's safety or well-being
- Death of a relative or close friend

Mandated Reporting

Staff members also have a legal responsibility (under Chapter 51A) to report suspected crimes and/or cases of child abuse or neglect to the Department of Children and Families, enforce the Code of Discipline, and implement School Committee policies and district policies and procedures. Should a staff member have questions or concerns about any legal or procedural parameters, he/she should speak to the Building Principal immediately.

Confidentiality

When the well-being and/or safety of a student is compromised, any staff member who becomes aware of a critical incident must immediately proceed with the protocol defined below. Disclosures made by a student to a staff member must be shared immediately with a Principal and/or designee.

However, a staff member is obligated to keep the details of the critical incident confidential from any individual who is not involved in the investigation or resolution of the case. Staff members should not speak to, or have contact with, the parents/guardians, students or others involved in the incident without direction from the Principal or designee. Under no circumstances shall staff members disclose any information to other staff members, outsiders or the media unless specifically directed to do so by the Superintendent or building Principal.

Protocol

To assure the safety of the student:

- Immediately notify the Building Principal and/or designee.
- The Principal or designee will assign a staff member to supervise the student. A school psychologist, guidance counselor, school adjustment counselor, or nurse will be assigned when possible. However, if these personnel are not available, another staff member may be designated to supervise the student.
- The assigned staff member will remain with the student until a disposition is made. At no time will a student be left alone.

Notification

- Parent/guardian Notification: Parents/guardians MUST be notified of any critical incident involving a student. The Principal will decide who will notify the parents/guardians and when it will occur.

Parents/guardians will be advised of the situation and of the requirement to come to school immediately. However, the inability of parents/guardians to arrive at school in a timely fashion should not interfere with emergency procedures.

· **Police Notification:** The Principal or designee will notify the police if a crime is suspected or alleged. The police shall not interview students unless parental permission is received or a parent/guardian is present. Whenever the police are notified of a suspected or alleged crime, the Principal must inform the Superintendent.

Outside Agency Notification

The appropriate staff member will make a determination as to whether or not outside agencies will be notified (i.e., DCF, DMR, DYS, DMH). Parents/guardians will be notified of outside agency notification if deemed appropriate by the Principal. The safety and well-being of students and staff will be of primary concern.

Release of Student

The Principal or designee shall determine when the student will be released from school to the supervision of his/her parents/guardians or appropriate outside agency. Once intervention has taken place, the Principal, in consultation with parents/guardians, shall determine an appropriate date for the student to return to school. The Principal shall receive documentation of the intervention and a release from a licensed professional (when appropriate) before the student returns to school.

Documentation

As timely, accurate documentation of a critical incident is essential to protect all involved, the principal or designee shall advise staff members as to how to document the incident. Unless the Superintendent determines that extenuating circumstances exist, documentation shall be filed with the Principal within 24 hours of the critical incident.

Principals or their designees shall notify the Superintendent of a critical incident as soon as practically possible and provide relevant documentation upon request.

Adopted June 9, 2003 Revised February 23, 2009 Reviewed February 8, 2010

IHAMB-A Teaching About Alcohol, Tobacco, and Drugs

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

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

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of the children and youth on healthy decision making:

- To prevent, delay, and /or reduce alcohol, tobacco, and drug use among children and youth.
- To increase student's understanding of the legal, social and health consequences of alcohol, tobacco, and drug use.
- To teach student's self-management skills, social skills, negotiation skills, and refusal skills that will help them to
- make healthy decisions and avoid alcohol, tobacco, and drug use.
- The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.
- This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

- Adopted January 24, 2017

How to Read a Label for A Peanut-Free Diet

Avoid foods that contain peanuts or any of these ingredients:

artificial nuts

beer nuts

cold pressed, expelled, or extruded peanut oil goobers

ground nuts

mandelonas

mixed nuts

May indicate the presence of peanut protein:

African, Asian (especially Chinese, Indian, Indonesian, Thai, and Vietnamese), and Mexican dishes

baked goods (pastries, cookies, etc.) candy (including chocolate candy) chili

monkey nuts nutmeat

nut pieces peanut peanut butter peanut flour
egg rolls
enchilada sauce
flavoring (including natural and artificial) marzipan
nougat

- Mandelonas are peanuts soaked in almond flavoring.
- Studies show that most individuals with peanut allergy can safely eat peanut oil (NOT cold pressed, expelled, or extruded peanut oil).
- Arachis oil is peanut oil.
- Some experts advise patients who are allergic to peanuts to avoid tree nuts as well.
- A study showed that, unlike other legumes, there is a strong possibility of cross-reaction between peanuts and lupine. Lupine is a plant with long spikes of white, rose, yellow, blue, or purple flowers. Lupine should be avoided by individuals with peanut allergy.
- Sunflower seeds are often produced on equipment shared with peanuts.
- *More About Avoiding Peanuts*
- African, Chinese, Indian, Indonesian, Thai, Vietnamese, and Mexican dishes often contain peanuts or are frequently contaminated with peanuts during preparation.
- Foods sold in bakeries and ice cream shops may come in contact with peanuts.
- Artificial nuts can be peanuts that have been deflavored and reflavored with a nut, such as pecan or walnut.
- Mandelonas are peanuts soaked in almond flavoring.
- It is advised that peanut-allergic patients avoid chocolate candies unless they are absolutely certain
- there is no risk of cross-contact during manufacturing procedures.

How to Read a Label for A Tree Nut-Free Diet

Avoid foods that contain nuts or any of these ingredients:

almonds
artificial nuts
brazil nuts
caponata
cashews
chestnuts
filbert/hazelnuts
gianduja (a nut mixture found in some chocolate) hickory nuts
macadamia nuts
mandelonas

marzipan/almond paste
nan-gai nuts
natural nut extract (i.e., almond, walnut)
nougat
nut butters (i.e., cashew butter) nut meal
nutmeat
nut oil
nut paste (i.e., almond paste) nut pieces
pecans (Mashuga Nuts)
pesto
pine nuts (also referred to as
Indian, pinon, pinyon, pignoli,
pignolia, and pignon nuts) pistachios
pralines
walnuts

- Mortadella may contain pistachios.
- Natural and artificial flavoring may contain tree nuts.
- Some experts advise patients who are allergic to tree nuts to avoid peanuts as well. • Talk to your doctor if you find other nuts not listed here.

More About Avoiding Tree Nuts

- Kick/hacky sacks, bean bags, and draft dodgers are sometimes filled with crushed nut shells.
- Coconuts are not typically restricted in the diet of an individual who is allergic to tree nuts.
- However, some people have reacted to coconut, so speak to your doctor before introducing it to your diet.
- Nutmeg is obtained from the seeds of the tropical tree species *Myristica fragrans*. It is safe for an individual with a tree nut allergy.