

# **Whitin Intermediate School**

120 Granite Street  
Uxbridge, MA 01569  
(508)278-8640  
(508)278-8641



## **2021-2022 Academic Year STUDENT-PARENT HANDBOOK**

**Mrs. Leanne DeMarco, Principal**  
**Mr. Damian Sugrue, Assistant Principal**

*“At Whitin Intermediate School we treat each other with respect, are accountable for our actions, care about ourselves and others, and promote a safe learning environment.”*

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## Strategic Plan and Goals

The three priority areas that we believe will improve opportunities and achievement for our students are captured in these three goals :

District Strategic Goals
1. UPS will design coherent systems to achieve excellence in teaching & learning by ensuring that all students are exposed to a comprehensive curriculum that meets or exceeds content standards and is presented in a manner that maximizes all students' learning.
2.. UPS will ensure the purposeful use of information by implementing and using a meaningful and informative data management system that is consistent, student centered and identifies strengths and needs of all students.
3. <i>UPS will</i> develop an efficient and responsive culture by working in collaborative, committed and effective teams that share common goals.

### OUR COMMITMENT

***We are committed to Leadership, Shared Responsibility, and Professional Collaboration to drive a culture of continuous improvement for the betterment of our students and families***

- *Administrators and teachers are jointly committed to and assuming shared ownership and collective responsibility for improving student achievement.*
- *Administrators and teachers actively monitor and assess the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.*
- *All stakeholders know and live the district core values and goals*

## Vision

Uxbridge Public Schools in partnership with Parents, Guardians and the Community are dedicated to creating environments of continuous growth and learning that ensures ALL students become empowered and progressive learners, innovative problem-solvers, flexible thinkers and responsible and respectful citizens. Uxbridge Public Schools provide challenging educational programs and services to meet the diverse needs of all students in a safe, supportive environment and, in partnership with the community, prepare students to become competent, creative, and contributing citizens.

## Theory of Action

**If** UPS staff, parents, and community members work together to create a unified culture of excellence in teaching, learning, and working and we provide all students with learning experiences intentionally designed to meet their needs and we consistently use relevant data to monitor students' and our success, **then** a culture of teamwork will exist at all levels, all students will grow academically, socially, and emotionally, and all students will leave UPS with the tools

required to be engaged and productive citizens

## **Statement of Non-Discrimination**

Uxbridge Public Schools is committed to promoting and maintaining an educational environment and workplace that is free of harassment and discrimination based on race, color, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, disability, active military or veteran status, genetic information or any other protected category as defined by state or federal law.

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

## **Principal's/School Administration's Message**

Dear Students,

Welcome to Whitin Intermediate School! Hopefully, you will experience an enjoyable, exciting, and rewarding academic year.

This handbook has been prepared to inform you and your parents about daily routines, procedures, policies, rules and regulations at Whitin Intermediate School. The contents explain what is expected of you and what services and benefits you may expect from school. **You are encouraged to thoroughly review all the information in this handbook.**

You can expect Whitin Intermediate School to be a school which fosters success within each student and promotes a growth mindset. The workload and social adjustments become greater with each passing year. It will be your responsibility to attend school regularly, pay attention to class work, complete all assignments, and behave appropriately.

The intermediate school experience offers a variety of opportunities and challenges to students. Your goal during this academic year should be to take advantage of every opportunity as you prepare yourself for success in the future.

Strive for excellence at all times and you will surely enjoy a memorable and rewarding year at Whitin Intermediate School.

Mrs. Leanne DeMarco

Principal

## **General School and District Information**

### **Whitin Intermediate School**

120 Granite Street



Uxbridge, MA 01569  
(508) 278-8640  
website: uxbridgeschools.com  
Twitter: @UxbWhitin

### **Whitin School Administration**

Ms. Leanne DeMarco, Principal  
Mr. Damian Sugrue, Assistant Principal

### **School Hours**

7:40 AM - 2:05 PM

### **Arrival at School**

The school opens at 7:15 AM for student drop-off. We are unable to accommodate earlier drop-offs as there is no adult supervision before this time. All grade 4 and 5 students will report to the cafeteria and grades 6-7 students will report directly to the gym. Students are allowed to sit with their friends and talk quietly. A breakfast cart is set up in the foyer of the school each morning. Students are allowed to purchase breakfast and bring it to their assigned locations. Students will be dismissed to their homerooms at 7:30am.

### **Important Telephone Numbers**

Main Office	508-278-8640
Main Office - Fax	508-278-8639

### **District Administration**

Dr. Patrick Dillon, Superintendent  
Mr. Brian Hyde, Director of Finance and Operations  
Ms. Karen Dwyer, Director of Curriculum, Instruction and Assessment  
Ms. Jennifer Ramsdell, Director of Pupil Services  
Mr. Patrick Mistler, Director of Technology and Information Services  
Ms. Kelly Haley, Director of Food Service

### **School Committee**

Deb Stark Erik Voigt  
Matthew Keane Holly Black  
Jennifer Chamberland Kim Cirrone  
Brett Pomeroy

## **Whitin Faculty and Staff**

**Principal** Leanne DeMarco  
**Assistant Principal** Damian Sugrue

### **Support Staff**

Secretary Anne Robert  
Secretary Melanie Chabot

**Resource Staff**

School Nurse Kristin Gauthier  
School Psychologist Dr. Joseph Vandergrift  
Adjustment Counselor Amanda DeStefano Guidance  
Counselor Michael Flanagan  
BCBA Heather Sawash  
Team Chair Sarah Zoschak  
Speech/Language Lisa Stephens  
ELL Nancy Frued  
Reading Bridget Welch  
Occupational Therapist Beth Ford  
Physical Therapist Marcie Goding

**Grade 4 Classroom Teachers**

200 Emily Allard  
202 Bernadette Bazzett  
203 Joyce Fraine  
204 Michelle St. Germain  
205 Crystal Martin  
206 Mia Semensi

**Grade 5 Classroom Teachers**

100 Linda Simonds  
101 Celeste Lavigne  
102 Terri Larsen  
103 Charisa Bianco  
104 Jillian Burr  
105 Susan Dhosi

**Grade 6 Classroom Teachers**

106 Cynthia Tanner  
107 Colin Burton  
109 Kim Landini  
216 Kara Ekstrom  
217 Nate Coolidge  
218 Caitlin Buffum

**Grade 7 Classroom Teachers**

115 Steve Sweet  
116 Cathy O'Brien  
117 Jennifer Clark  
118 Christine Marshall  
119 Doug Priore  
219 Maxine Veteramo

**Unified Arts and Special Subject Teachers**

Music/ Instrumental Music Andrew Kosiba  
Music / Instrumental Music Gretchen D'Andrea  
Art Gail Williams  
Computer Technology. Samantha Wise

Physical Education Emmalee Sanders  
Physical Education Chris Hadfield  
Librarian/Media Gretchen Roche

**Special Education Teachers**

Pathways Nicholas Kerrigan  
PIERS Cassandra Knauer  
Grade 4 Teacher Lisa McClaughlin  
Grade 5 Teacher Brian Dubuc  
Grade 6 Teacher Debra Mordini  
Grade 7 Teacher Kerry Bradshaw  
Learning Lab Teacher Alisha Johnson

**Paraprofessionals**

Kathy Gorman  
Amy Pirotta  
Laura O'Connell  
Lori Kramer  
Christina Aquilino  
Selena Reardon  
Brenda Brodeur  
Angel Canales  
Nicole McKay  
Silvie Clemente  
Helen Guertin  
Betty Dionne

**School Mission Statement**

The Whitin Intermediate School is committed to working in partnership with parents to provide a high quality, developmentally responsive curriculum and experientially-based programs which are respectful of the diverse characteristics and needs of pre and early adolescent children. Our mission is to help students become engaged and productive citizens, healthy, caring, ethical, physically active, and intellectually reflective individuals who believe that life is enriched by learning.

**Communication**

If there is a situation at home that might affect your child, please let the teacher, school counselor, or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc. We want to

support your child, so please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

iParent and iPass is the student information system used by the Uxbridge Public School System. Families of students in grades 6 and 7 will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.

Blackboard ConnectEd is our Community Outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

### **Contacting the School**

The Whitin staff wants to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, assistant principal, or guidance counselors are additional resources.

Childcare arrangements should be made directly with your private childcare providers. Whitin School should be notified in writing of all after-school childcare arrangements as well as any changes in childcare throughout the school year. It is extremely important that the school office be notified as soon as you have a change in your contact information. If you have an address change and receive bus services, our Transportation Department needs several days to make new arrangements .

**Your current telephone number is necessary so we can always reach you to ensure your child's safety. Please call the Whitin School Main Office to update any changes to contact information.**

### **Contacting Teachers and Staff**

When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line to ensure your message gets through the district firewall. Teachers typically check email once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session.

If you would like to contact your child's teacher, you may

- write a note to the teacher and send it in with your child;
- call the main office; or
- send the teacher an email. (Staff email addresses can be found on the "Whitin Staff" tab of the school website: [uxbridgeschools.com](http://uxbridgeschools.com))

In an emergency, please contact the main office at 508-278-8640 and speak with the school secretary.

### **Contacting Students**

When it is necessary to get an important message to your child during the school day, leave the message with the school secretary at 508-278-8640. Students are not to carry and keep cell phones on during the school day. The secretary will make sure your child receives your message. Children are not allowed to be called out of class to take phone calls from parents. In order to minimize class interruptions, please limit messages to topics such as family illness or a parent being absent from home after school. All after-school arrangements should be made ahead of time.

### **School-Home Communications**

#### **Progress Reports and Report Cards**

Report cards are sent home with children three times a year; November, March, and at the end of the school year. Dates are set by the district at the start of every new school year. A parent signature page is included on the report card envelope.

Trimester 1 - Progress Reports - October 22, 2021

Report Cards - December 3, 2021

Trimester 2 - Progress Reports - January 28, 2022

Report Cards - March 18, 2022

Trimester 3- Progress Reports - May 6, 2022

Report Cards-June 21, 2022 (or last day of school)

#### **Conferences**

Parent/Teacher conferences are held in the fall and spring. Specified afternoon early release days are used for this purpose as well as selected evenings. However, a conference may be held at any time the teacher or parent feels it is necessary. Bilingual assistance is available to help with parent conferences and communication.

Parent/Teacher Conferences for the 2020/2021 school year are:

December 2, 2021 Evening Conferences

December 3, 2021 Afternoon Conferences

March 18, 2022 Afternoon Conferences

#### **Meet the Teacher Night**

Meet the Teacher night is held early in the fall for parents only and provides one of the first opportunities during the school year for parents and teachers to meet. In your child's class the teacher will give an overview of the grade level curriculum and expectations for the year. This is a perfect opportunity to introduce yourself and familiarize yourself with your child's classroom

materials and activities. Conferences will be scheduled for a later date to discuss your child's progress.

***Meet The Teacher Night*** will be held on September 23, 2021

## **School Calendar and School Closure**

The Uxbridge Public School calendar is set each year by the Uxbridge School Committee and is found on the district's website and sent home with your child at the beginning of the school year. We encourage you to go to the individual school calendars which can be found on the district website, [uxbridgeschools.com](http://uxbridgeschools.com)

The calendar includes early release days and pre-approved school closures. It is important that parents mark their calendars with all dates and times when school is not in session to ensure appropriate child care during these times.

### **Early Release Days**

Early release days occur throughout the year for professional development or parent-teacher conferences. Dismissal on early release days is 10:40 AM.

### **Early Holiday Dismissal and the Last Day of School**

On Wednesday before Thanksgiving, dismissal is at 10:40 AM.

On the last day of school children are dismissed at 10:40 AM.

No lunch is served on these days.

### **Professional Development Days**

A number of early release days during the school year are designated by the School Committee for teacher in-service training. The purpose of these trainings is to provide teachers the opportunity for cooperative planning, as well as program and curriculum development. Typical workshop agendas include preparation of grade level instructional materials, training sessions of new teaching techniques, and meetings to revise curriculum. The meetings are valuable in strengthening the program for our students.

Early release days for the **2021/2022** school year:

October 8, 2021

November 5, 2021

November 24, 2021

December 23, 2021

February 2, 2022

March 18, 2022

May 13, 2022

## **School Closure Information**

### **No School Announcements**

Announcements will be made using the Blackboard notification system that utilizes email and phone contact information on file with the school. Our website, social media and email will also

be utilized when possible.

No School Announcements will also be carried on the following television stations:

WBZ-TV - Channel 4 WCVB-TV - Channel 5 WHDH-TV - Channel 7

### **Delayed Openings**

There may be occasions when conditions justify delaying the opening of schools by one or two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. For example: if a bus run normally starts at 6:30 AM, and a two hour delay is announced, the bus run will begin two hours later at 8:30 AM. Since Whitin Intermediate will normally begin classes at 7:40 AM, a two hour delay would mean school will begin at 9:40 AM. School lunches will be served as usual on days when the school opening has been delayed. Delayed opening announcements will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

### **Early Dismissals**

In the rare cases when school will be dismissed early because of worsening storm conditions or other emergencies, an announcement of the time of dismissal will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

**It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers that will be called through our Blackboard communication system.**

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

*It is imperative that each child knows where to go in the event that a parent cannot be notified.* For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

## **Daily Schedule/Rotation/Routines**

Daily schedules at Whitin Intermediate include lunch, recess (4th & 5th grade), and at least one special class (art, music, PE, computer,).

4th and 5th grade schedules include a math, literacy, and writing block. Science and Social Studies will also be taught throughout the week. Snack time will also be included in the schedule each day.

6th and 7th grade schedules include one Unified Arts block each day as well as the four

core subjects (ELA, math, science and social studies)

### **School Breakfast & Lunch**

Free and reduced breakfasts and lunches are available for those who qualify. Applications are available by request throughout the school year. Applications are also available on the school website.

For all students, school breakfast is served daily at our Grab n' Go station. Students are offered a variety of cold cereals, yogurt, breakfast bars, milk, and juice.

The Lunch Program offers hot and cold lunch options as well as snack options. Within Intermediate School breakfast and lunch menus can be accessed on our website at:

[uxbridgeschools.com](http://uxbridgeschools.com)

The cafeteria uses a computerized cash register system. A debit system which allows the convenience of prepayments, anonymity to students who receive free or reduced meals, and alerts the cafeteria staff to any restrictions or food allergy information about your child.

Any students who wish to make purchases must use an assigned PIN code, which they enter at the cash register, whether they prepay or not. PIN# cards will be distributed at the beginning of the school year. Your child's teacher and the cashier will also have their PIN# in case your child forgets. It is best if your child memorizes their PIN# so they don't have to carry a card.

We encourage parents to use the prepay option. It eliminates the hassle of looking for money everyday, lost lunch money, and speeds up the lunch line.

## **Registration**

### **Registering New Students**

Parents registering a new child will do so at the school building in which the child will attend. Registration forms are found on the district website

[uxbridgeschools.com](http://uxbridgeschools.com)

and should be brought to the school. Parents must meet with the School Nurse prior to their student beginning school. Proof of current vaccination, health history, and appropriate health records must be submitted. The nurse will clear your student for school entry at that time. The nurse will be able to assist you with applications for health insurance, obtaining a Pediatrician or any health care and referrals for needed medical services. Also required is proof of residence, birth certificate, records from previous school. If applicable, 504 plan, IEP, proof of guardianship, and residency affidavit.

### **School Photographs**

In the fall of each year, a school photographer is contracted to photograph each child at Whitin. Families will be provided with purchasing options.



## **Transportation**

### **Transportation Services**

#### **Eligibility**

Eligibility for transportation services is determined by the location of the student's home in relation to the school to which the student is assigned, and does not entitle the student to door-to-door service. If a student is not eligible for transportation as provided for by this policy, the parent/guardian is responsible for assuring that the student gets to and from school safely.

#### **Bus Routes and Stops**

School bus stops will be at centralized locations. Students are not entitled to street-by-street or door-to-door pickup and/or delivery. All routes and stops will be determined using these guidelines:

- Bus capacity
- Length of bus routes and travel time
- Distance that an eligible student would be required to walk to a bus stop, which will not exceed the statutory limit of one mile
- Grade of student(s) to be transported
- Student's individual Education Plan (IEP) or 504 plan
- Buses will not travel into cul-de-sacs or travel on unapproved town roads.

It is the responsibility of the parent/guardian to ensure safe passage of his/her child over roadways to an established bus stop. It is the responsibility of the parent/guardian to ensure the safety of his/her child at the established bus stop. The district's responsibility begins when the child boards the bus at the pickup location and ends when the child disembarks the bus at the assigned drop off location.

Students must be picked up and dropped off at the same bus stop location five days a week. Whichever bus stop a student is picked up at in the morning, must be the same bus stop the student is dropped off at in the afternoon. A note requesting the student take the bus to/from a different bus stop on any given day is not acceptable.

Exceptions to any of the above guidelines may be made at the discretion of the Superintendent.

#### **Bus Changes**

If there is a need to change busses for **daycare purposes only** , a parent note should be sent with the student and brought directly to the office **first thing in the morning** . All requests need to be approved by a school administrator in advance. Please note that bus changes will not be accepted for play-dates or for students to go home with their friends.

#### **EpiPens**

1.) The district will request a written copy of the bus company's policy on the handling of students with Life Threatening Allergies (LTA's). If no policy exists, the district will work with

the bus company to clearly outline the expectations of the district to ensure the safety of identified students to and from school.

2.) The district will work with the bus transportation company to provide proper training on LTA's and the appropriate use of EpiPens.

3.) Once authorization is received from the parent/guardian to release student information, the district will notify the bus company of students with identified allergies. The bus company will notify the drivers of identified students who are on their driving routes.

4.) If the student is to carry an EpiPen to and from school, it is the responsibility of the parent/guardian to inform the bus driver of the location of the EpiPen in the student's backpack. It is strongly encouraged that the EpiPen remains in the same location to ensure timely access in the event it is needed. The EpiPen is to be properly labeled with the student's name.

5.) The parent/guardian will contact the Business Office if there are any concerns or questions regarding the transportation of identified students with LTA's.

## **Extended Day Program**

The Uxbridge Public Schools Extended Program provides quality child care services to the children of working parents in our community. Together with the schools, and the parents, the Extended Day staff share responsibility for the social, emotional, intellectual and physical development of our children as individuals and as members of society. Please visit our Extended Day Program on the Uxbridge Public Schools website to learn more about Taft Kids Club (Grades K-3) and Whittin Extra (Grades 4-7).

In the event of a "No School Day, the superintendent of schools will be calling every family in the school district to announce school closings (computer generated message). If the school does not have your updated information, you might miss this important announcement. As always, the TV channels will announce school closings as they receive the information from us.

Please note that Extended Day **will be closed** on called "no school days". There is no refund for these days as the school days equivalent to the number of no school days are added to the school calendar at the end of the school year and we provide child care on those days at no extra cost. If there is an Emergency Early release, the school will call all the families in the system to let them know. We will call all of the parents whose children are with us just in case they did not get the message and we will ask that they come in as soon as possible. Extended Day will remain open to accommodate those parents that work far away and cannot make it home on time to meet the bus for early release. We will stay open until the last child is picked up, but on these days, we ask parents to make an effort to get to the program as soon as possible in order to get your child home safely. Please anticipate longer travel time and leave in time to pick up your child by the

requested time.

## **Academic Programs**

The following programs and services are offered at the Whitin Intermediate School:

- Reading/language arts, math, science and social studies
- Physical education, art, computer, and music classes
- Library/Media Center
- Computer instruction and fully equipped computer lab
- Health curriculum is covered by the school nurse and PE programming
- Emotional and Behavioral Support

### **Art**

Art is offered to all children in grades 4-7. Students are introduced to a variety of art media, art vocabulary, and art history in accordance with the Massachusetts Visual Art Frameworks. The goals of Whitin's Art Program are:

- The sequential learning of fine motor skills
- To provide an understanding of the technical skills necessary to produce independent endeavors in creativity
- The growth of children's confidence as they begin to learn and succeed in the use of their new skills and knowledge
- To develop the ability to discuss, analyze, and be inspired by artwork
- To create independent and creative thinkers who have the ability to see a project through from the planning stage to completion
- The development of creativity and the ability to self-assess

### **Physical Education/Health**

Physical Education classes are offered to all students in grades 4-7. The goal of the program is for children to enjoy moving and participating in an environment that is safe and cooperative. Classes are based on movement principles and should be fun while developing fitness, cardiovascular endurance, flexibility and individual skills. Most activities include individual work with children using their own equipment at their own pace, interest and skill level. Follow-up lessons include partner work and often group work.

When games are played, they are cooperative and non-competitive. Scores are not kept and children are never eliminated. Fun, fitness and skill development are the goals of the games. Children should wear sneakers with good support and tread. Sandals, clogs, platform sneakers and sneakers without backs are unsafe and students wearing them are unable to participate.

Health and wellness classes are offered throughout the school year during the PE/Wellness periods.

### **Music**

Music is explored by all students in grades 4-7. Throughout the year sequential programs, children perform, create, dance and respond to a variety of musical genres, including folk, popular, band and orchestra music, jazz, opera and musical theatre in a variety of ways. The program begins in the early years with basic musical concepts: loud/soft, high/low, fast/slow, beat/no beat, long/short, upward/downward, etc. and then progresses so that students will learn to read and perform music on a variety of classroom instruments.

Students learn to improvise and begin to learn the tools of listening and analyzing music using appropriate music vocabulary. Students in 4th grade study the Instruments of the Orchestra.

A Chorus program is offered to students in grades 4-7 and band is offered to students in grades 5-7. These programs are year long and consist of a minimum of two performances throughout the year. Chorus and band may require after school commitments as part of the program. Students elect to participate in either of these programs at the beginning of the school year.

Unified arts classes including art, PE, health, general music, and computer classes for 6th and 7th grade students will run on a trimester schedule. Students will be scheduled into two unified arts classes per trimester. The exception will be band and chorus which are year long classes. Students who are enrolled in band or chorus will have one additional unified arts class per trimester. Band and chorus students will not be scheduled in general music classes. 4th and 5th grade students will take each of the unified arts classes once per week for the entire school year.

### **Honor Roll**

6th and 7th grade students are eligible for the honor roll. The criteria for honor roll is as followed:

Honor roll is awarded after each of the three trimesters.

Grades for all core class subjects will be used to determine **Honor Roll** status.

High Honor Roll A- or better for all core subjects  
(ELA, math, science and social studies)

Honor Roll B or better for all core subjects  
(ELA, math, science and social studies)

Unified arts/specials classes are not included in the honor roll criteria.

### **Title I**

Title I is a federally funded program, which provides educational services to students below grade level in reading. Reading specialists work within the regular education classroom setting as well as in small group settings to help students improve their reading skills.

### **Extra Help**

Extra help for your child is available throughout the week. Each teacher has a designated day they stay after school each week. If your child is having trouble understanding a concept or needs extra help in any subject area the teacher may recommend they stay for after school help. If a parent is concerned about their child's progress they may contact their child's classroom teacher(s) to schedule an extra help session. All students are to be picked up at Whitin between

2:50-3:00 pm on days they stay after for extra help.

### **Social Competency Program (PBIS)**

School-Wide Rules/ Expectations	Typical Settings/ Contexts						
	All settings	Assemblies	Bathroom	Cafeteria	Recess	Hallway	Bus
Be Respectful	*Calm and quiet bodies	*Calm and quiet bodies *Silent clapping *Paw up - voices off *Still feet *Hands to yourself	*Quiet voices *Gentle knock on stall door *One student per stall	*Wait quietly in line *Hands and body to yourself *Say thank you *Stay in your seat	*Take turns *Share *Include everyone *Use kind words	*Hands and body to yourself *Walk single file on the right *Voices off in line	*Quiet voices, kind words *Calm and quiet bodies *Hands and body to yourself
Be Responsible	*Take care of materials  *Do your best	*Raise a quiet hand	*Think 2 2 Pumps 2 Pulls 2 points	*Use quiet voices  *Raise your hand  *Take only what you will eat *Eat your own food	*Use equipment safely  *Keep your hands and body to yourself	*Go directly where you need to go	*Sit and stay in your assigned section *Keep things in your backpack *Walk to your bus *Keep aisles clear
Be Ready	*Follow Directions and stay on task	*Listen with your whole body	*2 minutes	*One trash trip	*Line up safely and silently when the whistle blows	*Have what you need  *Eyes forward	*Sit and stay in your seat *Face forward and watch

		*Eyes on the speaker					for your stop
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### **Field Trips**

The Whitin Intermediate School staff views field trips as educationally advantageous to students and provides these trips when resources are available.

As each field trip is different, so also might rules and regulations governing field trips differ according to the situation. However, all normal bus and school regulations do apply unless otherwise noted by trip coordinators.

Parents or guardians who wish to chaperone a field trip must have **a CORI on file with the Uxbridge Public Schools as well as be fingerprinting** . It is advised that parents/guardians file a CORI and are fingerprinted at the beginning of the school year so they will be eligible to chaperone field trips throughout the school year.

## **Homework**

The purpose of homework is to reinforce classroom instruction, develop independent study habits and to encourage parent involvement in their child's academic program.

Parents can help homework to be effective by implementing some simple guidelines.

- Establish a regular time and place for children to do homework.
- Provide resources and equipment (dictionary, ruler, pencil, eraser, maps, etc.). - Help children get started, explaining assignments as needed but not doing it for them.
- Check everyday to make sure homework is being done.
- Contact your child's teacher if there are problems.

1. Students, parents and guardians should be apprised of student progress on grade level and course goals on a frequent basis. Feedback should be designed to promote continuing progress and corrective action if needed. Feedback should be based on samples of student work products which may include written reports, oral presentations, drawings, experiments, journals, demonstrations, creations, designs, standardized tests and essays.

2. At the beginning of every school year all students shall receive a statement of grade level/course goals, homework expectations, independent reading, suggestions for home assistance and enrichment, method(s) of assessment, the day the teacher is available for additional assistance, and the procedure for requesting a conference with the teacher(s).

- 2.1 Each school shall establish an extended learning program, which includes, but is not limited to:

- 2.11 Daily/weekly extended learning assignments (homework) including reading and writing activities.

- 2.2 No specific assignments need to be given during the school year vacation weeks. Research projects, book reports, or other long term projects assigned in a course/class/grade may extend over a vacation period. However, summer extended year projects should be given to all students. These should be developed by each grade level, department, and/or school. Students and families should be given options. There should be a focus on reading. A system for grading projects should be included as part of the assignment.

2.3 Learning activities should include choices for students and a parent involvement component.

2.4 Extended learning activities will be evaluated by the teacher. Each grade/department shall use a consistent evaluation process. The evaluation shall be included in the student's grade for a marking period. Written assignments shall be returned to the student. Comments are to be added when appropriate.

2.5 The Whitin Intermediate School has developed a school-wide system for communicating assignments to parents on a weekly basis.

## **Student Support and Services**

### **Emotional and Behavioral Support**

Students that are in need of additional support for social, emotional, and behavioral well being work with the support staff. This may include the social worker, guidance counselor, psychologist, assistant principal, principal, and nurse. The support provided is tailored to the students' needs and may include programs such as lunch friendship groups, mentoring, social skills lessons, management of emotions groups, and behavior plans. Parents are always notified if a student is referred for support and a collaborative team approach is always taken. Additionally, parents are encouraged to contact the school if they feel their student would benefit from additional support.

### **Sheltered English Immersion (SEI)**

In the Sheltered English Immersion program, Uxbridge focuses on the progress of ELL/LEP students in developing listening, comprehension, speaking, reading, and writing skills in English, and in meeting academic standards of the general curriculum. There are two specific components to the instruction in the SEI model:

**A:) English as a Second Language/ English Language Development** English as a Second Language (ESL ) instruction (also known as English language development or ELD) is explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them “catch up” to their student peers who are proficient in English. ESL/ELD instruction includes learning outcomes in speaking, listening comprehension, reading, and writing. It is a required part of any academic program for LEP students.

### **B:) Sheltered Content Instruction**

This is instruction that includes approaches, strategies, and methodology that makes the content of the general curriculum more comprehensible to students who are not yet proficient in English. Sheltered content instruction is designed for ELL/LEP students who have, at least, an intermediate level of English proficiency.

### **Whitin School-Wide Assessments**

All students in grades 4-7 take the STAR Math and Reading Assessment at the start and end of the school year and the Benchmark Assessment System (BAS) for reading three times per year.

Teachers use this data to plan students' reading and math instruction throughout the school year and develop RtI groups (Response to Intervention) when necessary.

An Individual Curriculum Accommodation Plan will be developed for students who fail to meet the minimum standards. The teacher who is currently the student's instructor will develop the plan in collaboration with the MTS (Multi Tiered Support) team. The Regular Education Accommodation Plan should address those objectives that need to be mastered, curriculum modifications and instructional strategies, along with extra help sessions, as related to the objectives. The plan will be reviewed by the parents at a parent-teacher conference.

### **Multi-Tiered Support Team**

The Multi-Tiered Support Team (MTSS) available to the teacher. Students are referred to the MTSS team through the principal and/or assistant principal. Members of the committee could include: Principal and/or Assistant Principal, Support Staff and Classroom Teachers. School Nurse, Speech Therapists, Classroom teachers, outside Consultants and Specialists, as well as parents are invited in on an as needed basis. MTSS members discuss strategies for providing students with additional support. Recommendations for regular education modifications are made to the teacher. Members may recommend the writing of a regular education plan to document the student's needs and support strategies provided. Parents are provided a copy of this plan. If the child continues to experience difficulties after several regular education modifications are tried, a referral for a Special Education Evaluation may be made. **Students who are referred for an evaluation by their parents will also need to be presented to the MTSS team in order to ensure that all possible modifications have been made to their regular education program** . Depending on the results of the Special Education Evaluation, the student may remain on a Regular Education Modification Plan or receive support services through a more formalized plan.

### **Special Services**

Support staff providing special services include the School Nurse, Social Worker, Guidance Counselor, School Psychologist, Speech Pathologists, Special Education Teachers, Reading Specialists, and Physical and Occupational Therapists. These services can be delivered on a 504 Accommodation Plan or an Individualized Education Plan.

### **Special Education**

A team meeting is the only method by which Special Education services can be accessed. A team meeting is a more formal meeting, and may be requested by a parent or staff member. A variety of evaluations are available and discussed at the initial referral meeting. Testing cannot begin until there is a signed consent form from a parent/guardian. Determination of eligibility occurs after observations and all requested testing has been administered with the individual student. Special education services cannot start until the parent has signed the Individual Education Plan (IEP).

In order to qualify for Special Education Services the team must determine:

- That the student has a disability



- The student is not making progress because of the disability.
  - The student requires specialized instruction or related services to make progress The
- Whitin team members may include:
- Principal - ELL Teacher
  - Assistant Principal - Classroom Teacher
  - Guidance Counselor -School Nurse
  - Special Educator -Reading Specialist
  - Speech and Language Pathologist
  - Psychologist
  - Occupational Therapist
  - Adjustment Counselor

### **504 Eligibility Meetings**

The Uxbridge Public Schools complies with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations and procedural safeguards. Grievance procedures are available upon request. Inquiries concerning the application of Section 504 may be referred to the 504 Coordinator at 508-626-9179 or to the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

The Whitin 504 team is made up of school staff that know the student and are able to assess the impact of the disability. This determination is made by looking at student records and current performance. If a student is judged to be eligible, a 504 plan is written with the necessary accommodations so that the student will have access to education. The Whitin School 504 coordinator is the school guidance counselor, Michael Flanagan.

### **Health Services**

Students are tested annually for weight, height, hearing and vision in Grade 4, 5 and 7. Body Mass Index (BMI), based on your child's height and weight, will be calculated and aggregate data submitted to the Department of Public Health for Grades 4 and 7. Physical examinations are required to be submitted for all new students and those entering Grade 4 and 7. Please submit the completed physician's report to the school nurse.

In accordance with General Laws Chapter 71, Section 32A, the Uxbridge School Committee has adopted this policy of the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

Students with Chicken Pox must remain out of school for 7 days. Please notify the School Nurse by phone or letter if your child has the Chicken Pox. Students with strep throat and conjunctivitis must remain out of school for a minimum of 24 hours after the initial dose of antibiotic medication.

Students with any communicable condition must remain out of school until treated.

**Children must remain out of school until they are fever-free for 24 hours (temperature under 100 F) without medication and feeling well.** Specifics for certain diseases are listed below.

### **Communicable Disease s**

The following rules regarding exclusion from school of children for communicable diseases have been established by the Massachusetts Department of Health:

#### **Disease Exclusion**

Chicken Pox 7 Days – All lesions must be dry before returning to school.

Conjunctivitis Antibiotics for 24 hrs. before returning. (Pink Eye)

Fifth Disease None, not contagious after rash invisible. Fever 24 Hours Fever Free- (off meds.)

Impetigo Antibiotics for 24 hrs. Lesions covered.

Measles 4 days after the appearance of rash.

Mumps 9 days after onset and swelling disappears.

Pediculosis (Lice) Treatment (medicated shampoo) and removal of all nits (eggs).

Ringworm Treatment by a physician.

Rubella (German Measles) 7 days from appearance of rash.

Scarlet Fever (Strep) 24 – 48 hrs. On antibiotics.

Strep Throat 24 – 48 hrs On antibiotics.

Vomiting 24 Hours – until not vomiting at all and fever free.

Whooping Cough 21 days after onset – 5 days after Antibiotics

If a student is allowed to come to school, but not participate in physical activities, a note from a physician is required stating the reason and length of time to be excused. Children showing evidence of the common head cold, a fever or sore throat should be kept out of school, as they are very contagious during the first few days. Students are not to call parents directly to be dismissed for medical reasons. All medical dismissals are processed through the Whitin Nurse's Office

### **Student Information Forms**

Student Information Forms will be sent home the first day of school for parents to make necessary changes to be returned the next day. The forms should identify at least two people in close proximity who can assume responsibility for the student if the parent is unavailable. Please notify the school if there are any medical problems which should be included in the student's health care record. Also, each student's immunization record should be updated. Please notify the office of any changes/phone number changes.

### **Students with Life-Threatening Allergies (LTA's)**

The purpose of this policy is to minimize the incidence of life-threatening allergic reactions and to ensure all parties involved are aware and informed of what to expect for communication and actions, all with the goal of keeping the student safe.

### **Parental Responsibility**

1. It is the responsibility of the parent/guardian to provide the district with written notification from the student's primary care physician or a board-certified allergist that

the student has a life-threatening allergy and the nature of the allergy.

2. It is the responsibility of the parent/guardian to notify the district with the proper authorization form, which will be provided by the district, giving permission for information to be released to the appropriate parties regarding the student's medical needs.

3. It is the responsibility of the parent/guardian to complete a separate authorization, if required by the bus company, in order for the bus driver to administer EpiPen.

4. It is the responsibility of the parent/guardian to provide the district with prescribed EpiPens, clearly identified with the student's name. EpiPens that are prescribed to students with a known LTA will be readily available in the nurse's office. Parents/guardians may request additional EpiPen(s) to be located in other clearly designated location(s). All staff including substitutes will be informed of the location of the EpiPen

5 It is the responsibility of the parent/guardian to notify the classroom teacher if there is a concern or question regarding the manner in which the student's IHCP (Individual Health Care Plan) is being carried out. If the parent/ guardian's concerns or questions are not resolved satisfactorily, then the concern or question is elevated to the building principal for resolution. If the concern or question is still not satisfactorily resolved, then the situation is to be brought to the attention of the Superintendent of Schools by the parent/guardian.

6. It is the responsibility of the parent/guardian to ensure a student with a LTA wear either a medical alert necklace or a medical alert bracelet when on school property or attending a school-sponsored function. **For students participating in sports, MIAA policy shall be applied, which states:**

*"No jewelry is allowed to be worn in game competition; however, medical alert tags in the form of bracelets or necklaces can be worn but must be taped. They can be visible, but must be taped down."*

### **District Responsibility**

1. Uxbridge Public Schools (the District) will provide life-threatening allergy awareness education and EpiPen training for all UPS employees based on Department of Public Health and Department of Education recommendations.

2. LTA awareness training will be conducted by the school nurse in each building and reviewed annually at the start of the school year. Any new employees will receive the training at the next scheduled professional development day. If the new employee is going to be working with an identified student with LTA, the training will be done immediately upon hire.

3. Each building's Crisis Management Plan will include how to respond to an anaphylactic reaction. The plan will be reviewed annually with the staff and will be part of all annual trainings.

4. Once notified by the parent/guardian and provided with appropriate documentation from the student's primary care physician or a board certified allergist, an Individual Health Care Plan will be developed by the school nurse and reviewed with the parent/guardian. Once the school nurse and parent/guardian approve the IHCP, a copy shall be provided to the student's homeroom teacher.

5. When field trips are planned, a clear plan to activate the Emergency Medical System (911) will be reviewed with all teachers and chaperones. A copy of the student's IHCP and an EpiPen will accompany the student on all field trips. No student will be excluded from a field trip due to unavoidable allergen exposure.

**EpiPens** at the secondary school level, all students with LTA's are allowed and encouraged to carry on their person their own EpiPen, including when participating in school based extra-curricular or co-curricular activities and the school athletic program. At the elementary level, the parent/guardian will be required to complete an authorization form to allow the student to carry a prescribed EpiPen on their person during the school day. The form will be available from the school nurse.

### **Classroom/Cafeteria**

1. At the Intermediate school level, when the need for a student to be in an allergen free environment as recommended and documented by the student's primary care physician or board-certified allergist, the District will make reasonable efforts to create allergens-free classrooms for the student. The District reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if the District will authorize its implementation.
2. When curriculum or other classroom activity involves the use of food, the classroom teacher will make reasonable efforts to review the planned activity and food products with the school nurse and the parent/guardian prior to introducing the lesson in the classroom. This review will ensure the food products to be used will not pose a potential danger of an allergic reaction for the student.
3. The parent/guardian will be encouraged to provide safe snack foods to be kept in the classroom for their child so that there will never be a question of a safe food available when routine snacks are forgotten.
4. While proper hand washing techniques are incorporated into the intermediate level health

education curriculum and encouraged by the classroom teacher, the District cannot guarantee that hand washing will occur each time before or after lunch and snack consumption. Parents who are concerned about the issue of pre/post food consumption hand washing may supply hand wipes to the student's classroom or include individual wipes with the student's lunch and snack.

5. At the intermediate level, a table will be provided during lunch periods designated for those students who have been identified with an LTA. LTA - free tables will be maintained in the secondary schools as necessary. These tables will be designated by PAL Zone (Protect a Life) it will be the responsibility of the cafeteria monitor to ensure that the tables are not contaminated.
6. Lunch menus, ala carte food options and snack choices are to be within the discretion of the Food Services Director. If a parent/guardian has a concern about a food item being offered, they are to contact the Food Service Director, who shall have the decision-making authority as to what is served in the district's cafeterias.

#### **File: JLCD-Administering Medicines to Students**

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or another individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. Only the school nurse, personnel selected specifically by the school nurse and authorized to administer medication pursuant to 603 CMR 210.004, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

#### **Exceptions:**

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with allergies may possess and administer epinephrine.
5. Students with disabilities who require the ability to self-administer medications in order to access the curriculum, as determined by the student's IEP or 504 Team.
6. Students may carry a cellphone on their person if the phone is being used for medical purposes.

LEGAL REF.: G.L. c. 71, § 54B; Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

### **School Insurance**

Each year, in the fall, low cost insurance is offered to families with school-aged children in the Uxbridge Public Schools.

Appropriate forms are available in the main office of Whitin School although initially, forms will be sent home with the students.

Athletic insurance for interscholastic sports participants is provided for students by the Uxbridge Public Schools.

### **HEALTH ASSESSMENT: SCREENING OF STUDENTS**

Massachusetts amended the regulations on Physical Examination of School Children, 105 CMR 200.000, to improve the screening and monitoring of the health assessment of children across the Commonwealth. The amended regulations require screening for height and weight and the

recording and reporting of the Body Mass Index (BMI) for all students in grades 1, 4, 7, and 10. Any parent or guardian who would like to waive the grade BMI screening at school must submit a written request by September 30th of the school year.

## **Student Activities**

### ***Co-Curricular Activities***

*There are various activities offered yearly, some of which may include:*

### **Athletics**

*Field Hockey*

*X-Country*

*Basketball*

*Track (Indoor and Outdoor)*

*Softball*

*Baseball*

### **Clubs**

*Coding*

*Robotics*

*“Green Recycling Team”*

*Student Council*

*Newspaper*

*Yearbook*

### **Music Program**

The band and chorus program at Whitin is open to all qualified students and offers instruction in the instrumental areas of woodwind, brass, or percussion. Qualified students have played on the same instrument for a period of at least 1 year. This program is sequentially designed and is initiated when students are in the fifth grade at Whitin Intermediate School. Performing ensembles include 6/7 grade band and 4-7th grade chorus..

This program provides valuable playing and performing experiences for the student musician. Included are weekly rehearsals, evening concerts, festivals, and town parades. Students are also provided the opportunity to perform laterally with the high school to promote growth from intermediate to high school.

General Music is offered to all students at the Whitin School grades 4-7. Students learn about music history, theory, music from different cultures, as well as participate in creative activities that cover music from their everyday lives.

### **Intramural Sports**

Each student at the Whitin School may participate in any number of intramural activities throughout the school year.

Groupings are usually arranged by grades (i.e. 4th and 5th and 6th and 7th grade). Activities have included basketball, floor hockey, indoor soccer, flag football, hot shot, foul shooting, softball, volleyball and others.

## **Parent Information**

There are many opportunities for parents and guardians to become involved at Whitin Intermediate School as a volunteer! There are regular and one-time opportunities. Research has consistently shown the profound and comprehensive benefits for children when parents and family members become participants in their children’s education: the more extensive the involvement, the higher the student achievement. This is also a great way to feel a part of the

school community and to make new friends.

### **Whitin School Council**

The Whitin School Council is composed of parents, teachers, community members and the principal. The function and composition of this council is mandated by the Education Reform Act. The Council is not the same as the PTO. It makes decisions that affect all of Whitin School including policies and budget recommendations. All meetings are open, and parents are welcome to attend. As each member's term expires, new members are needed. Elections take place in September.

### **Parent Teacher Organization**

Whitin School has an active Parent Teacher Organization (PTO) whose members meet monthly. All meetings are open to the public and parents are encouraged to attend . Announcements of meetings are made in ...

The PTO is involved in projects that enhance the school programming, so getting involved is a good way to help enrich our activities and to ultimately benefit your children.

Most of the volunteer opportunities at Whitin are in connection with our PTO. Information about the Whitin PTO is sent home with students at the start of each school year. Please take a few minutes to read through the information and feel free to sign-up for all volunteer opportunities that interest you. If you would like to help out in a capacity that is not listed, please contact the PTO President or speak with your child's teacher to see how you may help. Whether you would like to be a Room Parent, work with students in the classroom, volunteer in the library, assist in the computer lab or the cafeteria, or assist teachers on field trips or other classroom needs, there is a place and a need for everyone at Whitin!

## **G File: ADDA- Background Checks**

It is the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees who may have direct and unmonitored contact with children. School employees shall include, but not be limited to, any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.



The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the Department of Criminal Justice Information Services all available Criminal Offender Record

Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

### **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent federal CJIS and Massachusetts DCJIS security policies,

have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only* :

Historical reference and/or comparison with future CHRI requests;

Dispute of the accuracy of the record; and

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

### **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

### **Determining Suitability**

In determining an individual's suitability, factors to be considered may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct; the time that has passed since the offense; conviction and/or completion of the sentence; nature of the position held or sought; age of the individual at the time of the offense; number of offenses; any relevant evidence of rehabilitation or lack thereof; and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;

The date on which the school employer received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

**Relying on Previous Suitability Determination.**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer. The subsequent school employer must retain any and all documentation related to a relied-upon suitability determination.

If the individual meets all of the criteria for reliance on a previous suitability determination, the new school employer has the discretion to nonetheless require a new CHRI and CORI check, but shall bear the expense of the new check.

**Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Comply with all applicable state and federal laws;

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and

Provide the individual with information on the process for updating, changing, or correcting CHRI under state and federal law.

All of these steps will be documented.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances (not to exceed thirty days) to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of G. L. c. 151B, § 4,( 9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in an electronic or paper secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI. Each log entry will be maintained for at least one year.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and

The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **C.O.R.I. REQUIREMENTS**

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "'Direct and unmonitored contact with children' means contact with students when no other employee, for whom the employer has made

a suitability determination of the school or district, is present." 'Contact' refers to any contact with a student that provides the individual with an opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political

subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. c. 6, §§ 167-178; 15D, §§7-8; 71, § 38R; 151B; 276, §100A

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

Procedure for correcting a criminal record

FAQ - Background Checks

**File : ADDA-R - DCJIS MODEL CORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

**CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

**ACCESS TO CORI**



All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

### **CORI TRAINING**

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

### **USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING**

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

### **VERIFYING A SUBJECT'S IDENTITY**

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

### **INQUIRING ABOUT CRIMINAL HISTORY**

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

### **DETERMINING SUITABILITY**

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;



- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

### **ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

### **SECONDARY DISSEMINATION LOGS**

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

## **Home Correspondence / Forms**

On occasion, various forms and reports are sent home which require parental review. The majority of these forms need to be returned with a signature from home. It is the student's responsibility to bring these forms home and return them signed. Such forms may include report card envelopes, progress reports, schedule forms, permission slips, course selection sheets, emergency cards, etc. Failure to return appropriate school forms to the homeroom teacher may result in the assignment of after school detention.

## **Change of Address / Emergency Information**

If at any time during the school year your address, phone number at home or work changes, or emergency contact information changes, please notify the Whittin Main office. It is imperative that we have accurate information in the event we need to contact you in an emergency.

## **Court Documents**

Please be sure to supply the school with copies of any court documents that you feel we need to be aware of. By law, we can only follow documented requests recorded in these documents.

## **Visitors**

Any visitor to the Whitin School **must** always use the front doors and sign in at the main office upon entrance to the school. Each guest is asked to sign in at the time of the visit and wear an identifying button/badge throughout the duration of their visit. **Under no circumstance should a parent or visitor go directly to a school classroom without first signing in and requesting permission from the main office.**

## **Directory Information**

### 603 CMR 23.07 (4) (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. Student images are also photographed or recorded for use including, but not limited to, the district and school websites or school-sponsored websites and social media, school yearbooks, team and club photos, class pictures, and local cable and regional television programs. If parents or students do not desire to have particular information or images released, they should put their decision in a letter addressed to the Principal on or before Oct. 1 of each year.

## **Video Surveillance**

Uxbridge Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard district facilities and equipment.

## **Attendance and Absence Policy**

The education of children is a responsibility shared by school and parents. Teachers and parents work together to develop basic work habits that are critical to the educational growth and future vocational success of children who study at the Uxbridge Public Schools. **Punctuality is one of these basic work habits, and regular attendance is another.**

Classroom instruction provides the most effective learning environment for students, and parents should realize that any circumstances that takes a student out of the classroom will have an adverse effect upon his/her educational progress. It is for this reason that the system cannot look with approval upon absences for non-medical or non-emergency reasons.

We adhere to all Massachusetts Laws concerning attendance.

In particular, G. L. c. 76, § 2 specifies that a student under sixteen (16) years of age may not be absent more than seven (7) unexcused day sessions in any six month period. Parents are required under the law to ensure regular school attendance and are subject to a fine for failure to comply with the law.

It is understood that there are occasions when a student may not be able to be in school. We acknowledge the following examples as acceptable excused absences. Documentation for these absences should be turned into the main office on the first day of a child's return to school.

- Illness, hospitalization, or medical appointment (please note that medical evidence, such as a doctor's note, may be required);
- Disability related absences;
- Court appearances;
- Approved school activity;
- Religious holiday;
- Death in immediate family; and
- Pre-approved college visitation.

During the course of the year, attendance will be carefully monitored. Any student who has missed more than six (6) unexcused days of a class during a semester course may be denied academic credit for that course. Warning letters will be sent home after three (3) unexcused absences per semester, indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after seven unexcused (7) absences indicating that a student has lost credit for that class. Any student who has missed more than twelve (12) days of a class during a year-long course may be denied academic credit for that course. Warning letters will be sent home after six (6) unexcused absences indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after thirteen (13) absences indicating that a student has lost credit for that class.

The school will notify a parent or guardian of a student who has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year. The principal or a designee will make reasonable efforts to meet with the parent and student and develop action steps for attendance. The action steps will be developed jointly and agreed to by the principal and student with input from other relevant personnel.

Any student who finds himself or herself in either of these positions may petition the attendance committee and/or principal for a waiver of this attendance policy. Documentation must be presented to account for absences.

### **Attendance for Participation in Events**

Rules and regulations stated in the Student Handbook, plus any other rules or regulations added by the school administration and approved by the School Committee during the year, will apply at all school functions, extracurricular activities, and athletics in order to ensure a safe and

pleasant environment.

1. Students who are absent without an approved excuse or suspended from school for any part of the school day may not be in the building or on school grounds, and/or participate in/ attend school activities such as dances, athletic events (on or off school property), and other extracurricular activities on the day of the absence, unless permission has been granted by the principal or designee.
2. A student must be present in school the entire school day on the last school day of the week in order to participate in weekend activities sponsored by the school, unless permission is granted by the principal or designee.
3. The administration reserves the right to exclude students based on documented instances of failure to adhere to school policies.

### **Dismissals**

Students are not permitted to leave the school grounds during the school day without an approved note or telephone call from a custodial parent/ guardian. If a student must leave the building because of an illness or for an emergency, he/she must be dismissed through the main office. Students are to remain in the office until dismissed from the office. To be dismissed from school, a student must present a note from his/her parent/ guardian at the beginning of the school day to the attendance secretary. Dismissal notes must contain a telephone number where a parent/ guardian can be reached for verification of the dismissal and a reason for the dismissal.

### **Extended Absences**

The Uxbridge Public Schools strongly opposes the practice of students being removed from school for extended periods of time for reasons other than the student's own illness. It cannot be stressed enough that this practice may be extremely detrimental to a student's academic progress, regardless of his/her grade level. Each child will be responsible for completing missed assignments, as determined by the classroom teacher. Teachers are not responsible for providing work ahead of time that will be missed. If a parent/guardian insists on removing a child(ren) from school despite these possible consequences, the parent/guardian will be required to complete a Pre-arranged Absence Form and seek permission of the principal

### **Withdrawals**

A Release of Records form needs to be signed with the front office

## **Participation in Physical Education**

All students are required, by law, to participate in physical education, unless excused by a physician or the school nurse. Students with a medical excuse, must still attend class, and will participate in alternate activities.

Students in grades 4-7 will participate in physical education at least once per week.

The physical education curriculum is aligned with the Massachusetts State Health Frameworks

and the National Association of Sports and Physical Education. [NASPE]

Students are expected to be prepared and perform to the best of their ability. Students will be held accountable for their dress, performance, participation and what they have learned and are able to do.

**FOR OPTIMUM PERFORMANCE AND THE SAFETY OF ALL PARTICIPANTS, STUDENTS IN GRADE 6 AND 7 ARE REQUIRED TO CHANGE FOR PHYSICAL EDUCATION CLASS. STUDENTS IN GRADES 4 & 5 WILL BE ASKED TO COME TO SCHOOL IN ATTIRE APPROPRIATE FOR PHYSICAL EDUCATION ON THEIR ASSIGNED PHYSICAL EDUCATION DAYS.**

**APPROPRIATE CLOTHES FOR PARTICIPATION IN PHYSICAL EDUCATION:**

1. T-Shirt, shorts, sweatpants, sweatshirt.
2. Running shoes, basketball shoes or cross – trainers.
3. **FOR OPTIMUM PERFORMANCE AND THE SAFETY OF ALL PARTICIPANTS, SHOES MUST BE LACED SO THEY FIT SNUGLY TO THE FOOT. ANY LACING SYSTEM THAT ALLOWS THE SHOE TO SLIDE ON OR OFF THE FOOT WILL NOT BE ALLOWED.**

**INAPPROPRIATE FOR PHYSICAL EDUCATION CLASS:**

1. Jeans
2. Shorts that do not stay on the waist or come above the fingertips when the arms are fully extended are not allowed.
3. Half – shirts, midriff – baring shirts or tank tops
4. Jewelry needs to be removed for the safety of all participants.

## **Dress Code**

The way you dress and groom yourself affects the way you feel and the way the world perceives you. When you come to school you are dressing for your job as a student. Your clothing should be clean, neat, simple and comfortable so that you can do your best work while in school. Bed clothes and slippers are not considered acceptable attire. Clothing and makeup that is disruptive to the education process is not acceptable at school.

If teachers deem that students are in violation of the school's dress code they will be sent to the office so that the principal, assistant principal, or nurse may assess if there is a violation of the dress code. At the office the following things may happen: you may be asked to turn the garment inside-out (tee-shirt); you may be asked if you have something more appropriate in your locker/P.E. locker; you may be given an article of clothing to wear in place of what you have on; a student may be required to call a parent and ask that a replacement garment be brought to school; or you will be required to wear an article of clothing provided to you.

**The following are considered a distraction to the learning environment and are in violation of the dress code therefore may not be worn to school:**

- Any clothing which displays tobacco and alcohol advertising, profanity, racial slurs, disruptive images or words, drug or gang related symbols, or sexual

innuendos.

- No undergarments should be seen. Undergarments are considered bras (including straps), boxer shorts, underwear, and undershirts.
- Spaghetti strap tank tops and halter-tops.
- Tube tops, halter tops and backless shirts and garments.
- Low cut shirts/tops.
- Mid-cut shirts/tops that reveal undergarments or exposure of the midriff. ●

All tank tops worn by boys and girls must have a strap width of at least three fingers.

- Tight form fitting pants. These may only be worn under a sweater, shirt or dress which are long enough in the front and back so that you can hold your arms at your side with your hands extended so that the garment reaches the tip of your middle finger.
- Pajamas, lounge pants, and bedroom slippers.
- Hats, hoods or any other type of head covering should be removed upon entering the building and should not be worn again until exiting the building. The principal or assistant may make an exception at their discretion for religious reasons, physical and/or emotional special needs.
- Dress that is intended for outside, such as outside coats are not allowed to be worn during the school day.
- Due to allergies, perfumes, colognes, and aftershaves may not be brought to school.

**If in doubt about what to wear, the following questions will guide you in making good decisions:**

- Do the shoulder straps of your shirt cover all undergarments, even when you move? ●
- Is your shirt made of a material that is not see-through, so that no undergarments show through?
- Is the shirt high enough so that no cleavage is showing?
- Do shorts/skirts reach the end of your middle finger when you have your arms relaxed at your sides?
- If you wear leggings or yoga pants, are they worn under a sweater, shirt or dress which are long enough so that you can hold your arms at your side with your hands extended so that the garment reaches the tip of your middle finger.
- When your arms are raised, do boxers or bare skin remain covered?
- Do shirts cover your midriff even when your arms are raised?
- Are your pants cut high enough or not so loose as to allow bare skin or underwear to show?

**If in doubt in any way you probably should not wear it! It would be a good idea for all students to keep a tee-shirt/sweatshirt in their locker in the event they are asked to change.**

**The following consequences may occur in the event of a dress code violation:**

- A first offense will require a change of clothes and the student will receive a warning.
- A second offense will require a change of clothes and a detention.
- A third offense will require a change of clothes, a detention, and a parent conference.

## **Lunchroom Procedures**

### **Students are expected to:**

1. proceed quietly to the cafeteria.
2. line up in the appropriate line to purchase a regular or “Grab and Go” lunch.
3. pass through the serving area in an orderly manner
4. keep their hands to themselves.
5. not take food or beverages from the lunchroom, (water bottles are the only exception)
6. use lunch room table manners at all times
7. All students must:
  - a. talk and socialize in quiet conversation
  - b. refrain from name calling and harassing others
  - c. remain seated except to return trays, dispose of trash, or buy snacks
  - d. refrain from moving from table to table during lunch time
  - e. clean the floor around the table
  - f. stay seated until dismissed by a teacher
8. A teacher with a hand raised and/or a teacher speaking over the microphone is the signal for complete silence and attention. This is an extremely important lunchroom procedure.

### **Consequences for Lunchroom Misbehavior**

- 1<sup>st</sup> offense: Verbal warning given. Restricted seating assigned and or a lunch detention may be assigned.
- 2<sup>nd</sup> offense: Restricted seating assigned and/or a lunch detention may be assigned./phone call to parents may occur.
- 3<sup>rd</sup> offense: Lunchroom privilege suspended for 1 lunches /parent notification will occur. 4
- th offense: Lunchroom privilege suspended for 3 lunches /parent notification will occur
- 5th offense: Lunchroom privilege suspended for one week and further disciplinary action at the discretion of an administrator and parent will be notified.

## **Electronic Devices/Toys**

Students are permitted to bring electronic devices to school, but these devices should not be seen

or used in the building between 7:40 a.m.–2:05 p.m., unless they are being used for instructional purposes under the supervision of teachers. Electronic devices such as IPODS, IPADS, cell phones, etc. should be turned off, stored, and secured before students enter the homeroom. Whitin Intermediate School cannot and will not assume responsibility for any lost or stolen personal property. The Uxbridge Public Schools cannot and will not assume responsibility for any lost or stolen personal property.

Students are also not permitted to have devices such as laser pointers, toys, games, cards, candy, gum, etc. in school or on school grounds during the school day. Students who bring the above to school will have the item(s) taken away by a teacher or administrator. Such items must be picked up by the parents or guardians at the main office.

This school regulation is intended to apply to any item brought to school which may cause distraction or disruption of the education process.

### **Cell Phones**

The use of a cell phone, and any other electronic device, is not permitted. This includes all school-sponsored functions, on or off school grounds. Students may request to use the phone in the Whitin School Office. If, for safety reasons, a child carries a cell phone to school, it must be kept in his or her locker and turned off. If a student's cell phone is confiscated, it is because the student is not following the rules.

1st offense-warning-phone is confiscated and returned at the end of the day 2nd offense-parent/guardian must pick-up phone and an office detention will be issued

Subsequent offenses-automatic office detention and parent/guardian must come to school to claim phone

If a student violates the cell phone rule repeatedly, the student will be prohibited from bringing a cell phone to school. Further discipline, up to and including suspension, may be imposed at the discretion of the administration for multiple/repeated offenses. Please help us with this policy by refraining from contacting your child via cell phone during the day.

\*\*\*Students who require access during the school day to a cell phone for medical reasons will be allowed to do so. This request will be handled on a case by case basis through the school nurse and reviewed with school administration.\*\*\*

### **Cell Phone/ Video/ Photos**

Taking photos or video of any kind in school without teacher permission will result in an automatic out-of-school suspension; this includes posting pictures or videos online outside of school if the picture or video was taken in the school without permission or out of school that has a negative correlation to the school environment, (ie. posting and/or sharing video of a physical altercation between students that happened off of school property.) The Uxbridge Police Department will be made of all situations that fall under this category



**\*\*\*Please Reference Addendum A for further information on the Uxbridge Public Schools Computer Network Policy**

## **Student Conduct and Discipline Policy**

### **Student Discipline Procedures**

The School Committee and the administration expect students to respect and obey the rules and regulations of the school. Therefore, all disciplinary actions and procedures are directed toward serving educational ends. Those who enjoy the privileges and rights the school provides must also accept the responsibilities, including respect for, and compliance with, school rules.

For these procedures, where it says principal, it means principal or a designee of the principal

#### **IN GENERAL:**

The Uxbridge Public Schools is committed to creating a school climate that is both disciplined and supportive to students and staff members in an effort to facilitate the best opportunities for teaching and learning. All violations of local, state or federal laws will be reported to the police department. All students are required to obey school rules and classroom rules which are delineated in this handbook. Students may be subject to detention, suspension, or expulsion as described in this handbook, consistent with state and federal law. Other components of the District's progressive discipline structure include, but are not limited to: counseling or other psychological/psychosocial services; conflict resolution and problem-solving skills; adjusted standards for learning and behavior; appropriate, increased supervision; customized instruction; and family involvement. Additionally, students may be excluded from class, school field trips, dances, athletic competitions, and other school-related activities due to unsafe behaviors or disciplinary infractions at the discretion of the school administration.

Consequences for infractions are at the discretion of the administrator provided that the consequences are compliant with state and federal law. Ultimately, the District is dedicated to keeping students connected to school and therefore, at times, must appropriately adjust consequences in an effort to keep students learning, while still holding them accountable for their actions. In determining the appropriate consequence, the administrator may consider mitigating and aggravating circumstances such as:

Existence of, and/or severity of, injury to person(s), damage to property, and/or disturbance or significant disruption of the school;  
Situations which create safety risks and/or participation in dangerous activity;  
Consideration of the vulnerability of the victim;  
Consideration of a student acting alone or in concert with others;  
Disciplinary offense which also include unlawful conduct, such as sexual harassment;  
Premeditation;  
Consideration of the lapse of time (or interim progress) between offenses; Situations in which older students have involved younger students in a violation; and/or Whether

multiple infractions occur with the same incident.

This list is not exhaustive; other aggravating and mitigating circumstances may or may not be considered at the discretion of the administrator determining appropriate disciplinary consequences.

## **Due Process**

### **PROCEDURES FOR IN-SCHOOL SUSPENSION**

In-School Suspension is a disciplinary program that removes the student from the classroom setting and places him/her in a temporary alternate setting where he/she will receive work from classes they are missing. Students therefore have the opportunity to make academic progress while in In-School Suspension. This program will be utilized as an intermediate step between detention and out-of-school suspension. If a student does not rectify his/her behavior in this program, he/she will be suspended externally and, upon return, be required to make up the initial time assigned to the In-School-Suspension program.

Prior to assigning a full day of In-School Suspension, the school administration will inform the student of the disciplinary offense with which he or she is charged and provide the student an opportunity to dispute or explain the circumstances surrounding the incident. After communicating with the student, the administration will inform the student whether In-School Suspension is being assigned, and if so, for what length of time. If a student is placed in In-School Suspension for more than ten (10) days, consecutively or cumulatively, during a school year, this placement shall be deemed a long-term suspension for due process, appeal, and reporting purposes. The school administration will then immediately make reasonable efforts to orally notify the student's parent/guardian of the In-School Suspension. A written notification of the In-School Suspension will then be sent to the parent/ guardian, which will include an offer to meet with the parent/ guardian to discuss the student's current performance and behavior in school, strategies for student engagement, and possible responses to the behavior that triggered the In-School Suspension.

#### **In-School Suspension (ISS) Rules**

1. Students report to the ISS assigned area before the start of first period or period assigned.
2. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed on the next day of attendance
3. Restroom breaks are provided periodically.
4. Students eat lunch in the ISS area.
5. Students must bring all necessary assignments, text and materials.
6. All school rules apply in ISS.
7. Students will turn cell phones in upon entry, remain seated in assigned seats and work on assignments, behavioral packets, or read appropriate material.
8. Students must produce complete academic assignments for every period of the school day.
9. Talking or interfering with other students, sleeping, lounging, and eating or drinking at any time other than lunch is not allowed.
10. Violation of ISS rules results in Out-Of-School Suspension. When the student returns they must make up the time they missed from ISS.

11. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.

#### PROCEDURES FOR SHORT-TERM SUSPENSION

(Exclusion of a student from school premises and regular educational program for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. Unless a student possesses a firearm, controlled substance, assaults a school staff member, or is charged or convicted of a felony complaint (see Administrative Procedures based on G.L., c. 71, §§37H and 37H ½, below) the student will receive the following due process prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the date, time, and location of the hearing, the opportunity for the parent/guardian to attend the hearing, and the right to interpreter services. .
2. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and, if so, what discipline shall be imposed. The student and parent/ guardian shall receive notice in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make academic progress while excluded, including making up assignments and other academic work.

#### PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in G.L. c. 71, §37H and §37H½ (described in the School District Policies, State and Federal Regulations section, below)

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the right for the parent/ guardian to attend the hearing, the date, time, and location of the hearing, the right to interpreter services, the right to appeal to the superintendent, the opportunity to view the student's records, the right to be represented by counsel at the student/ parent/ guardian's own expense, the right to produce witnesses, the right to cross examine witnesses, and the right to request that the hearing be recorded and to receive a copy of the audio recording.
2. In advance of the hearing, as at any time, the student and/or parent shall have the right to

review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student.

3. At the hearing, if the student and/or parent/guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. Please note that student witnesses may not be compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.

4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The student and parent shall be notified in writing of his/her decision, including, if applicable, the disciplinary offense; the date on which the hearing took place; the participants at the hearing; key facts and conclusions reached by the principal/ designee; the length and effective date of the suspension; the date of return to school; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed. The long-term suspension will remain in effect unless and until the superintendent reverses the decision.

## **Expulsions**

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. While excluded, students shall have the opportunity to receive educational services and make academic progress.

Students may be expelled under the following statutes:

- G.L.c.71 § 37H, which permits the principal to expel a student for possession of a dangerous weapon; possession of a controlled substance; or assault on a principal, teacher, teacher's aide, or other educational staff members on school premises or at a school sponsored event
- G.L., c.71, § 37H ½ permits the principal to suspend a student, for a period of time determined appropriate by the principal, if the student is charged with a felony and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The principal may also expel a student for being convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony, and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

## **Procedures for Emergency Removal**

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption; the principal may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and

reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term or long-term suspension notification. During the temporary removal, the short-term suspension notice shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

### **Exclusion from Privileges**

The school administration may also exclude a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct, regardless of whether the student is ultimately suspended or expelled. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

### **Exclusion from class**

A student may be sent to the office, assigned detention, or assigned ISS for any off the following non-exhaustive list of reasons:

- Repeated and habitual disruption of a class/assembly;
- Destruction of classroom equipment or supplies;
- Repeated actions which endanger the safety and well-being of others; and
- Verbal or physical threats toward the teacher or other students.

The administration will offer all available resources to assist those students who are experiencing difficulty in school. These resources may include counseling services offered by the guidance department and/ or any other interventions that are appropriate.

Finally, the responsibility for attendance and proper conduct in school rests with the parent. The School Committee recognizes its responsibility to provide whatever services are needed to assist the parent in meeting his or her obligations but maintains that the school cannot and should not attempt to do this alone.

### **Consequences for bus incidents**

Students are expected to abide by the school rules while on the bus. Consequences for violations of school rules on the bus may include the loss of bus privileges on a temporary or permanent basis.

### **Academic Dishonesty**

Students will be held responsible for doing their own work and demonstrating honesty and integrity in their dealings with classmates and teachers. Cheating, plagiarizing, or forging any parent/guardian/student communication is prohibited.

Academic dishonesty involves copying, plagiarizing, or stealing the ideas and works of another,

or aiding or encouraging others to copy, plagiarize, or steal the ideas or works of another, with the intent to offer such work as their own. Any student found guilty of cheating or plagiarism will receive a grade at the teacher's discretion and may be required to redo the assignment, and will be referred to the Assistant Principal for disciplinary action.

Similarly, a student who allows another student to copy his/her work for purpose of the deception outlined above may receive a failing grade or be considered for disciplinary action at the teacher or assistant principal's discretion.

**Students who forge dismissal or absence notes, passes, agenda books, or academic/progress report cards with a parent/guardian's signature will be subject to disciplinary action.**

### **Search and Seizure**

The Supreme Court of the United States of America has ruled:

A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.

Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."

1. The search must be reasonable in its scope as well as its inception.

The Principal, Assistant Principal or the principal's designee are entitled to conduct a search of a student's person, assigned locker and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety.

### **Regarding lockers and desks:**

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration may permit specially trained "search dogs" to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.
4. All students should also be aware that school lockers and desks assigned to individual

students by the school's teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

### **Items Prohibited During School Hours**

The uses of electronic devices can be disruptive to the educational process, and these items may not be used during the school day unless approved by school officials ahead of time: **Therefore the following items should be turned off and put in a locker during the school day (or left at home):**

- All phones, except for specific medical purposes, (ie app that measures blood sugar)
- Electronic games
- CD players
- Radios
- iPods

**In addition, the following items are also prohibited from school:**

- gum
- heelies
- weapons
- long pocket chains
- laser lights
- playing cards
- stink bombs/firecrackers/matches/lighters
- toys
- drugs
- soft guns
- cigarettes/smoking materials/electronic cigarettes
- any other object that the school believes is distractible/dangerous to a learning environment

If a student is in possession of any of the above items during school hours, the item will be confiscated and turned in to the assistant principal's office. Games including gambling and card playing (not directly related to instruction) of any kind are prohibited.

**AT NO TIME SHALL A STUDENT/FACULTY MEMBER BE PHOTOGRAPHED, RECORDED OR VIDEOTAPED BY A STUDENT/PARENT FOR PURPOSE WITHOUT THE INDIVIDUAL GIVING CONSENT AND WITHOUT PERMISSION FROM ADMINISTRATION.**

### **Weapons and Firearms**

**Students are not to have anything in their possession that could be construed as a weapon**

. For example, no student has the need for a knife of any size, shape or form at school and accordingly, their possession on any school property is prohibited. Parents/guardians and students should be aware of legislation (M.G.L. c.269, §10(j)) which governs the carrying of "firearms" on school property. Violation of the new law could result in a fine and/or imprisonment. The school firearm law reads as follows:

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

It is the policy of the Uxbridge Public Schools to refer any violation of the above statute to the appropriate law enforcement agency. Any student found in possession of a "firearm" as defined above or any other weapon will be subject to expulsion by the Principal regardless of the outcome or status of any criminal action brought against the student by the Commonwealth of Massachusetts.

The Principal or their designee has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal or their designee shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

## **Teacher Detention**

**Definition :** Time after school by a classroom teacher for reasons regarding academic concerns and/or classroom behavior.

A teacher detention has priority over all other school commitments except an office detention. The classroom teacher will keep students until an agreed amount of time communicated ahead of time with parent/guardians by written communication, including email, or phone call. Failure to attend a teacher's detention after two warnings will result in the student being sent to the assistant principal to be assigned an office detention. Teachers who assign students after school detention are to give said student a twenty-four hour notice making parents aware of the detention so the parent/guardian can be notified and transportation provided, if necessary, before designating a day the student must stay after school. **It is the responsibility of the student to inform their parent/guardians) of the assigned detention.** The exception to this is if the teacher telephones the parent/guardian and both parties mutually agree that the student can serve the detention on that very day. Direct contact must be made with the parent/guardian. Messages on an answering machine are not acceptable in this case.

Any staff member may require that a student report for a detention after school. Students required to stay after school by more than one staff member in a given day will report to the detention assigned first and make up the second detention the following day. It is the student's



responsibility to notify the second teacher regarding his/her first detention.

### **Office Detention**

**Definition :** Time after school from 2:05 pm to 2:35 pm with the assistant principal. Office detention has priority over all other school commitments. Students will work on any missed assignments or homework during an office detention. Please note that office detentions will be issued to students who are tardy to school (refer to truancy section in the handbook).

**Parent/guardians will be notified if their child has been assigned an office detention.**

### **Discipline and Students With Disabilities**

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
2. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
3. If building administrators, the parents/guardians, and relevant members of the

student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan (BIP) or arrange for a functional behavioral assessment (FBA).

4. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

## **Appeals Process**

Any student who disagrees with the decision of a staff member may appeal to the next administrative level. All appeals must be made within three school days of the event. **The decision of the principal at his or her school level is final.** The exception to this three day-appeal process is for expulsions or long-term suspensions as listed under Massachusetts General Laws, Chapter 71, Section 37H.

## **Communication of Parental Concern**

Open and respectful communication is one of the primary goals at Whitin Intermediate School. Students and parents are encouraged to keep in close communication with teachers.

Students and parents may schedule a meeting with a teacher at a mutually agreed upon time. Parents, students, and teachers are encouraged to communicate. E-mail is the preferred method of communication.

Please reference Addendum Page B and Page C for further information.

## **Bullying Intervention and Prevention**

Uxbridge Public Schools is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 37O(d)(i)) in order to create a safe, caring, and respectful learning environment for all students. This Plan is updated to reflect G.L. c. 71, § 37O as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

## DEFINITIONS

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 370.

“Bullying”, pursuant to G.L. c. 71, § 370, means the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or 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:

1. the creation of a web page or blog in which the creator assumes the identity of another person or
2. 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 (1) to (5), 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 (1) to (5), inclusive, of the definition of bullying.

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

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

## PROHIBITION OF BULLYING

Bullying is 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 the use of technology or an electronic device owned, leased or used by a school district or school and

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

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (b).

## REPORTING INCIDENTS

The school district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A *Witness Form* is available in school offices, and is available on the school and district’s websites.

Our school staff have been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O (h).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

Investigating and/or gathering data

Substantiating and establishing the facts

Assessing the facts

Documenting

Communicating results

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. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (d)(v).) A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

## **ACADEMIC ACTIVITIES**

Uxbridge Public Schools shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents and guardians. There are additional interventions used as needed.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the Uxbridge Public Schools Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

**For the full version of the Uxbridge Public Schools Bullying and Intervention Plan please visit:**

[www.uxbridgeschools.com](http://www.uxbridgeschools.com)

**Bullying may be reported anonymously by obtaining a form in the school office or electronically by following this link:**

[www.uxbridgeschools.com](http://www.uxbridgeschools.com)

### ***A Guide to Determining if an Act Constitutes Bullying***

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs **on or off school grounds** (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim (“target”), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

☐ **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: (must include at least one of the following)

- ☐ causes **physical** or **emotional harm** to the target or damage to the target’s property;
- ☐ places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
- ☐ creates a **hostile environment** at school for the target;
- ☐ **infringes on the rights** of the target at school; or
- ☐ materially and substantially **disrupts the education process** or the orderly operation of a school.
- ☐ retaliation from reporting of previous incident

**Note regarding Technological/ Cyber-bullying:** Bullying through the use of technology or any electronic communication including, but not limited to:

- ☐ the creation of a web page or blog in which the creator assumes the identity of another person, or
- ☐ the knowing impersonation of another person as the author of posted content or messages or,
- ☐ 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

**False Accusations:** Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to parent conferences, reprimand, detention, loss of privileges, and/or suspension.

### ***General Teaching Approaches That Support Bullying Prevention Efforts***

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives: ● setting clear expectations for students and establishing school and classroom routines through PBIS (Positive Behavioral Intervention & Supports)

- 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 techniques, teamwork, and positive behavioral supports that aid in social and emotional development

- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

### ***Problem Resolution System***

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

<b>Uxbridge Public Schools</b> <b>INCIDENT REPORTING FORM</b>
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<p><b>Directions:</b> The Uxbridge Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal/Assistant Principal at the student's school. This form can be completed anonymously by omitting signature and name. <b>Every</b> reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.</p>
--

**Date of Report:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Name of student target:** \_\_\_\_\_

**Name(s) of alleged aggressor(s) (If known):** \_\_\_\_\_

**Name(s) of witness(es) (If known):** \_\_\_\_\_

**Where did the incident(s) happen (choose all that apply)?**

\_\_\_\_\_ **On school property** \_\_\_\_\_ **At a school-sponsored activity or event off school property**

\_\_\_\_\_ **Online/via technology** \_\_\_\_\_ **On a school bus** \_\_\_\_\_ **On the way to/from school**

\_\_\_\_\_ **Other:** \_\_\_\_\_

**What best describes what happened (choose all that apply):**

\_\_\_\_\_ **Teasing** \_\_\_\_\_ **Threat/Property Damage** \_\_\_\_\_ **Stalking** \_\_\_\_\_ **Theft/Property Damage**

\_\_\_\_\_ **Social Exclusion** \_\_\_\_\_ **Intimidation** \_\_\_\_\_ **Physical violence** \_\_\_\_\_ **Public humiliation**

\_\_\_\_Retaliation\_\_\_\_Sexual

Harassment\_\_\_\_Other:\_\_\_\_\_What did the

alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)

Did a physical injury result from this incident? \_\_\_\_No \_\_\_\_Yes(please explain)

Name Of Person Reporting Incident (Optional): \_\_\_\_\_

Telephone(optional)\_\_\_\_\_E-mail (optional)\_\_\_\_\_

\_\_\_\_Student \_\_\_\_Parent \_\_\_\_Other

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Hazing Conduct\*

The Uxbridge Public Schools forbid hazing in any form. Should an alleged instance of hazing occur, the provision of Massachusetts General Laws, Chapter 269, Sections 17-19 shall be adhered to. In addition the Executive Director or his/her designee and the Police Department shall immediately be notified of the circumstances of the complaint and the action taken.

Any student who has engaged in hazing shall be subject to the disciplinary actions. Any employee who has engaged in hazing shall be subject to disciplinary and/or legal action.

According to Chapter 269, Section 17, the Crime of Hazing is described as follows: "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both."

The term "hazing" 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 substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical healthy 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 to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### Chapter 269, Section 18 - Duty to Report Hazing

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

#### Chapter 269, Section 19 - Statement of Compliance and Discipline Policy Requirement 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 or permitted by the institution to use its name or facilities or is known 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 each 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 has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and 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 board 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 higher education 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.

*\* (pending School Committee Approval)*

## **Smoking and/or Possession of a Tobacco Product Including Electronic Cigarettes or Vaping Products**

Students Found smoking or in possession of any tobacco product or electronic cigarettes will subject themselves to the following procedures.

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator may assign an in school or short term out of school suspension for up to two days.

### **Second offense**

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator may assign an out of school suspension for more than two days.

### **Third offense**

- Same as the second offense except the length of the school suspension may be up to five days.

## **Drug and Alcohol Procedures**

1. Staff is asked to report to the Administration (Principal/Assistant Principal) any student who they suspect of being under the influence of or in possession of a controlled substance or alcohol.
2. The Administration will immediately summon appropriate personnel (i.e. nurse, guidance counselor, psychologist), and together they will interview the student.
3. If, in their judgment, there is reasonable suspicion of possession or influence of controlled substance or alcohol the Principal will be summoned (if not present). They will then conduct a search of the student and his/her possessions. (In accordance with the MA Department of Education guidelines.)
4. One of the following steps will be taken after this interview.
  - 4.1. If no substance is found and it is determined that the student is not under the influence, the student will be sent back to class and the parents will be notified of the suspicion and the search.
  - 4.2. If, in the judgment of the interviewer the student is under the influence of alcohol or a controlled substance, the parents will be contacted and asked to pick up the student. The student will be suspended for up to ten (10) days or until such time as an investigation can be conducted and the student is deemed ready for enrollment by the Principal or his/her designee. The Police Department will be summoned and asked to investigate manners dealing with controlled substances and alcohol.
  - 4.3 If the student is found in possession of controlled substance, or alcohol, both the police and parents will be summoned immediately. The substance will be turned over to the police and the student will be suspended for up to ten (10) days or until such time as an investigation can be conducted and the student is deemed ready for enrollment by the Principal or his/her designee.
5. Students found to be under the influence of, or in possession of, a controlled substance or alcohol are referred to the school Guidance Department. If, in their judgment, the student is in need of outside counseling or rehabilitation he/she and their parents are referred to the appropriate agencies.
6. A medical examination may be suggested by the Administration for any student suspended for controlled substance/alcohol violation for the first time. For any repeat offender, second offense, a medical examination will be required before admittance to school. Refusal to have the testing done will result in the student being referred to the Superintendent of Schools for further action. The superintendent may refer the matter to the Uxbridge School Committee. The purpose of this test is to determine the level of chemical dependence, in order to assist the district in determining the best program options available to the student. This applies for a student's entire school career.

## **Vandalism and/or Theft**

### **First offense**

- An administrator will conduct a telephone or in-school administrator/parent conference.
- An administrator will assign a school suspension.
- An administrator will refer the student(s) to public safety officers, Chief of police and/or fire.
- Restitution will be made for all damages.
- Uxbridge Police Department may also be notified depending on the severity of the offense and Policy 722.

### **Second offense**

- An administrator will conduct a telephone or in-school administrator- parent conference.
- An administrator will assign a school suspension of three (3) days.
- Restitution will be made for all damage.

### **Third offense**

- Same as second offense except the length of school suspension will be five (5) days.

## **Verbal and/or Physical Abuse Including Fighting**

### **First and subsequent offenses**

- An administrator will conduct telephone or in-school administrator-parent conference. • An administrator will assign an administrative office detention or a school suspension at their discretion.
- Depending on the severity of the offense (as per Policy 722) public safety officials may be notified.

## **Firearms: Federal Gun Free Schools Act**

No person, unless he/she is a law enforcement officer or licensed under Chapter 140, shall carry a firearm on to school grounds, or into the school building without the prior written authorization of the Principal or his/her designee.

A firearm is defined as any pistol, revolver, rifle, or smooth bore arm from which a shot, bullet, pellet, or any projectile can be discharged.

In accordance with the provisions of the Federal Gun Free Schools Act any student who brings a firearm onto school property shall be expelled for a period of one year and reported to the Uxbridge Police and the Department of Social Services. The Superintendent may modify this disciplinary action.

A student who receives services under the IDEA may be placed in an alternative program for a period of 45 days pending any special education hearing unless the school system and the parent agree otherwise.

## **Bikes, Skateboards and Scooters**

Whitin Intermediate School students are allowed to ride bicycles to school. Bike racks are located in front of the school and bicycles are to be placed in this area immediately upon arriving at school. Students are advised to place a lock on their bike. The school is not responsible for damage or theft to bicycles. Any student who is careless regarding his/her safety or that of others may have bicycle privileges suspended.

Skateboards and scooters may not be used. There is no room in the school building to store skateboards and/or scooters.

## **Emergency Response Drills**

The Uxbridge Public School District has a comprehensive Emergency Response Plan developed and maintained in continuous collaboration with the Uxbridge Police Department and Uxbridge Fire Department. . It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are three types of drills that are required for all staff and students in all school buildings during the school year:

**Evacuation/Fire Drill** – is used when it is important to move away from the building to a secure location away from the building. These drills will take place at least three times per year under the direction of the Uxbridge Fire Department.

**Shelter in Place** – is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A hold in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

**Lockdown** – is used to protect staff and students from a threat inside the building. It is to be used when it may be more dangerous to evacuate the building than it is to stay in a secure classroom within the school and utilize tactics from ALICE training. These drills will take place in coordination with the Uxbridge Police Department.

Emergencies are unexpected, unpredictable, and take many forms. No one can ever be fully prepared for everything that may happen as each situation happens in its own unique context. However, the district Incident Management Plan is designed to provide a proven framework within those unique situations on which leaders and staff can rely. When a school's procedures are well rehearsed and automatic, the opportunity for a school leader to assess the situation and make appropriate immediate decisions is greater.

## Bus Rules and Regulations

Students shall comply with the following rules and regulations.  
Students shall:

- A. Obey the bus operator at all times while under his/her supervision.
- B. Not stand nor play in the roadway while waiting for the bus.
- C. Not extend arms or heads out of bus windows at any time,
- D. Remain seated while the bus is in motion.
- E. Remain in line at least five feet from the bus when it stops for pick up, and should not move toward until the bus door is open.
- F. Look for traffic in both directions before crossing the highway.
- G. Not be permitted to stand on the road, highway or street to direct traffic. H. Keep the aisles clear of lunch boxes, musical instruments, and other things. I. Be at the bus stop at the time designated and be ready to get into the bus with the least possible delay in order to keep the bus on schedule.
- J. Not be allowed to leave the bus at any place without the written consent of the Principal.
- K. Conduct themselves in an acceptable manner at all times. Smoking, vulgarity, drinking, or ingesting illegal drugs, as defined by state law and boisterous or other improper conduct will not be permitted.
- L. Assist the drivers in keeping the bus clean.
- M. Not damage or deface any part of the bus. Should this happen, it will be the responsibility of the student and his/her parents to pay for any damage.
- N. Ride only those buses to which they are regularly assigned, except when permission is granted by the Principal.
- O. Not operate the service door. This is the responsibility of the bus operator.
- P. Not tamper with the operating mechanisms of any part of the school bus.

In addition, students who must cross the highway shall pass several feet in front of the bus after the driver signals them to do so.

School bus riding is a privilege and as such can be suspended or revoked for misbehavior.

The following disciplinary measures will be enforced if the foregoing rules and regulations on bus behavior are violated:

- **First offense:** Students may receive a warning or an office detention
- **Subsequent offenses:** may result in further disciplinary action such as an office detention, assigned seating on the bus, or suspension of bus riding privileges. Severe misconduct could result in riding privileges being revoked for the remainder of the year.

## Bus Accident Protocol

The Uxbridge Public Schools will follow Statewide Treatment Protocols set by the State Office of Emergency Medical Services In regards to any bus accidents where emergency medical services are called for.

In summary, parent(s) / guardian(s) will be called by the school office to be informed that an accident has taken place. Parent(s) / guardian(s) will be directed to report to the scene of the accident.

Under 105 CMR 170.355, all students under the age of 18 will be transported to the hospital from the scene of a bus accident for medical assessment.

If parent(s) / guardian(s) refuse medical attention for their child, they will be required to sign a waiver stating such before the child is released to their custody.

## **Asbestos Management Plans**

The Asbestos Hazard Emergency Response Act (AHERA) requires public notification that asbestos management plans have been developed for all Uxbridge Public Schools. These plans are available and accessible to the public at the central office.

## **School Department Policies**

### **Chapter 622 and Title IX-Grievance Procedure**

It is the policy of the Uxbridge Public Schools not to discriminate on the basis of sex, race, religion, color, national origin, sexual orientation, or gender identity in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971 (MGL c.76). Inquiries regarding compliance with Title IX may be directed to Dr. Patrick Dillon.

### **Grievance Procedure**

1. Students shall be required to bring any allegations of discrimination, in writing, to the attention of the principal.
2. If the matter is not resolved within seven (7) days, the student may appeal in writing to the Title IX Coordinator.
3. If, at the end of fourteen (14) days, the matter remains unresolved, the student has the right to appeal to the Superintendent of Schools. All allegations of discrimination are to be communicated to the Superintendent of Schools in writing.
4. The Superintendent of Schools shall investigate the complaint and respond, in writing, to the complainant no longer than fourteen (14) days after having received the complaint.

## **Section 504**

It is the policy of the Uxbridge Public Schools to comply with the regulations of the Department of Health, Education and Welfare in implementing Section 504 of the Rehabilitation Act of 1973 which provides that:

“No otherwise qualified handicapped individual shall solely by reason of his handicap be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Inquiries regarding compliance with Section 504 may be directed to the Principal’s office at 508-278-8640.

### **Grievance Procedure**

Any student who feels that he or she has been discriminated against on the basis of handicap should utilize the following procedure to register a grievance:

1. Students should submit any allegations of discrimination in writing to their building principal of consideration.
2. The Principal will investigate the allegations and respond to the complainant through personal interview and in writing within ten (10) school days of receipt of written complaint.
3. If, at the end of ten (10) school days following written response from the building principal the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools. All allegations of discrimination are to be communicated to the Superintendent of Schools in writing.
4. The Superintendent shall investigate the complaint and respond in writing to the complainant no longer than ten (10) days after having received the complaint.
5. If the matter remains unresolved, the complainant may appeal in writing to the School Committee within fifteen (15) school days to review and consider the matter. The Committee will respond to the complainant in writing within five (5) school days following the meeting.
6. If the matter still remains unresolved for the complainant, he or she has the right to file with the Office of Civil Rights, Department of Health, Education and Welfare, Elementary and Secondary Branch, 140 Federal Street, Boston, Massachusetts 02110.

### **Federal Program Coordinators**

Title IX Karen Dwyer (508) 278-8648

Title VI Karen Dwyer (508) 278-8648

504 Program Jennifer Ramsdell(508) 278-8648

## **Parental Notification Relative to Sex Education File: IHAM-1**

In accordance with General Laws Chapter 71, Section 32A, the Uxbridge School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

REF.: Department of Education



## **Exposure Control Policy**

It is the policy of the Uxbridge Public Schools to protect students and staff from bloodborne pathogens.

All employees shall use universal precautions to prevent student or self-contact with blood or other potentially infectious materials or fluids.

These universal precautions shall include:

1. The wearing of latex gloves while in contact with blood or other potentially infectious materials or fluids.
2. The washing of hands and other exposed areas with soap and running water and drying with paper towels immediately after removing gloves and/or exposure to blood or other potentially infectious materials or fluids.

### **Motor Vehicle Idling on School Grounds File: EEAJ**

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions over which the driver has no control or is following the directions of a device or person authorized to direct traffic flow; queuing at a school while actively engaged in picking up or discharging students; turbo-charged diesel engine cool down or warm up if required by manufacturer specifications; maintenance of appropriate temperature when under 35 degrees or over 80 degrees, not to exceed three minutes in any fifteen minute period for school buses or one minute in any fifteen minute period for other motor vehicles; and for circumstances involving safety, emergencies, and servicing or repairing motor vehicles.

The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Uxbridge Public Schools has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Uxbridge Public Schools shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500

FOR SECOND AND SUBSEQUENT OFFENSES

M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each driver employed by the Uxbridge Public Schools and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REF.: G.L. c. 71, § 37H, c. 90, § 16B, and 540 CMR 27.00 It shall be the responsibility of the school administration to ensure that each school bus

## **Interscholastic Athletic Guidelines for Student Athletes**

### **Rules & Regulations - General**

1. Participation in the Interscholastic Program is voluntary. No student has a protected right to participation in this program. Students who participate agree to abide by the rules promulgated by the Massachusetts Interscholastic Athletic Association and rules and regulations adopted by the Uxbridge School Committee.
2. Failure to abide by the rules set forth in this handbook or the appropriate Student Handbook may lead to suspension or dismissal from the team. A student dismissed from a team may not participate in another sport during the same season, and may be suspended from the program for a full school year.
3. Suspension from the team may be made by the Coach, the school Principal, Assistant Principal or the Athletic Director with the exception of suspension under section dealing with Chemical Health.
4. An athlete who quits or is cut from a team may only participate in another sport during the same season with the permission of the Coach and the Athletic Director.
5. Team members must be on the bench during a game. There will be no wandering. When different teams travel together, the team not competing should sit together. No one is permitted on the bench unless he/she is a team member or associated with the team. There will be no derogatory verbal exchanges from the bench or on the playing surface, directed at opponents, fans or official before, during or after a contest. After the game all players should meet and shake hands.
6. No team will be allowed to practice unless under the direct supervision of the Coach.

7. All athletes are reminded that when visiting other schools to compete in interscholastic athletic events, Whitin is the guest of that school. The district expects that Whitin athletes will act in a responsible and courteous manner. This includes respecting the facilities and equipment of the host school. Any malicious destruction of property will result in dismissal from the team and assessment of damages.
8. Athletes should expect that there will be practice or a game on every school day during a sport season. Occasionally there may be a need for a weekend practice.
9. Each athlete is responsible for the equipment personally issued to him/her. Each athlete is financially responsible for all equipment not turned in at the end of the sport season. Athletes will be charged the current replacement price for any lost item. All financial responsibilities from a previous season must be paid before a student may try out for a team.
10. All uniform clothing will be kept laundered and clean for all competitions and practices as designated by the coach.
11. Game uniforms are not to be worn for practice or any time the athlete is not representing the Whitin School team. Game uniforms are to be worn only by the athlete to whom it is issued.
12. Players must ride to and from “**out of town**” games on school owned or charter buses. Players may not travel to an away athletic contest in private transportation and participate without the express permission of the Principal.
13. Attendance is mandatory for everyone at the interscholastic team level unless an athlete is excused for medical or other valid reasons. The athlete, who has a conference with a teacher or stays after school for any reason, shall speak to the Coach prior to the detention and explain he/she will be delayed.
14. Athletes are under the supervision of the Coach for that sport and must comply with any additional requirements or regulations put forth by that coach.

### **Clearance for Athletic Team Participation**

- All athletes and their parents must complete the Clearance for Athletic Team Participation Form with all appropriate signatures, before participating in any tryout, practice or game. Parents must sign up on Family ID to register their child.
- All athletes must have an up to date physical, on file with the school nurse, before participating in any tryout, practice or game. **Physicals are valid for 13 months from that date. If an athlete is medically eligible to start the season, and then has his/her physical expires, he /she must obtain a new physical to complete the season.**

### **Insurance**

- All students participating in the Interscholastic Athletic program will be provided with accident insurance paid for by the district.
- Student/Athletes must report all accidents/injuries to the Coach immediately, and

complete the necessary accident report form as soon as possible.

- Students must provide a signed medical release, from a physician, if a game or day of practice has been missed due to injury.

### **Academic Eligibility**

1. Students are not permitted to participate on an interscholastic team if previous quarter report card grades do not average to “C” or if the student has an “F”. The fall season is based on a student’s final average the end of the previous school year.
  - No student will be allowed to try out for a team or participate in practice sessions unless they are academically eligible at the beginning of the season.
  - If a student becomes ineligible during the season, i.e., grades came out in the middle of the season and he/she does not have a “C” average, the student is not allowed to practice or play until the next marking term.
  - If a student is ineligible at the start of the season and cannot try out and then becomes eligible during that season, that student could join the team provided: 1. He/she does not displace an academically eligible student who was cut from the team.
2. The coach feels it is in the best interest of the student and team for he/she to join the team once that season has begun.

## **Concussion Management and Return to Play Requirements**

Student/ athletes and Parents are required to read and sign off on the Concussion and Opioid fact sheets prior to athletic participation.

### ***Assumption of Risk***

All student/ athletes and parents must realize that participation in sports carries a risk of injury including possible concussion, and, by agreeing to participate in athletic activities and signing a parental permission form on behalf of their children/ themselves, they thereby assume the risks of such injury. It is imperative that extreme care and attention be used at all times by all parties. Specific provisions for exercising care can be found below and on this Website: [ <http://www.cdc.gov/headsup/index.html> ].

### ***Concussion Management and Return to Play Requirements***

#### ***“When in Doubt- Sit It Out”***

“A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost.” (Centers for Disease Control and Prevention, 2009).

## **Part I: Signs and Symptoms of a Concussion**

A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like) the following:

- Confusion / disorientation / irritability
- Act silly / combative / aggressive
- Trouble resting / getting comfortable
- Repeatedly ask same questions
- Lack of concentration
- Dazed appearance
- Slow response / drowsiness
- Restless / irritable
- Incoherent / slurred speech
- Constant attempts to return to play
- Slow / clumsy movements
- Constant motion
- Loss of consciousness
- Disproportionate / inappropriate reactions
- Amnesia / memory problems
- Balance problems

2. Symptoms of a concussion may include (what the athlete reports) the following: •

Headache or dizziness • Over sensitivity to sound / light / touch • Nausea or vomiting

- Ringing in ears
- Blurred or double vision • Feeling foggy or groggy

Note: DPH regulation 105 CRM 201 requires that a coach MUST immediately remove a student/ athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion or (B) is

diagnosed with a concussion regardless of when such concussion or head injury may have occurred or (C) sustains a head injury or suspected concussion. Under this regulation, coaches must also prohibit student/ athletes from engaging in any unreasonably dangerous athletic techniques and encourage techniques designed to promote safety. Failure to comply with this regulation may result in penalties including, but not limited to, personnel sanctions and the forfeiture of games.

Additionally, coaches, licensed athletic trainers, trainers, volunteers, school and team physicians, school nurses, athletic directors, marching band directors, students engaged in athletic activities and their parents must annually read, sign, and acknowledge understanding and receipt of DPH approved concussion education materials provided by the school. While this information provides a useful reference regarding indicators of concussion in student/ athletes, it is not a substitute for reading, signing, and acknowledging receipt of those materials.

## **Part II: Return to Participation (RTP)**

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Massachusetts Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). Therefore, the following procedures will apply when a Pre-Participation Head Injury/ Concussion Form reveals a recent prior concussion (beginning with procedure 5) or when a concussion occurs during the sports season:

### **Concussion management requirements:**

1. No student/ athlete SHALL return to participation (RTP) on the same day of concussion.
2. The coach shall communicate the nature of the injury directly to the parent in person or by phone and the licensed athletic trainer immediately after the practice or competition in which a student/ athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach or licensed athletic trainer also must provide this information to the parent in writing in English and in the language of the home on the Report of Head Injury during Sports Season Form, whether paper or electronic format, by the end of the next business day. If the athlete is injured during the season but not while involved in any school athletic or extra-curricular activity, the parent must complete the Report of Head Injury during Sports Season Form and provide it to the student/ athlete's licensed athletic trainer/ coach.
3. The licensed athletic trainer/coach shall communicate, prior to the next school day with the Athletic Director and school nurse that the student/ athlete has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The licensed athletic trainer/coach will provide the Report of Head Injury during Sports Season Form to the nurse and Director of Athletics. The school nurse will contact the student's teacher and guidance counselors.