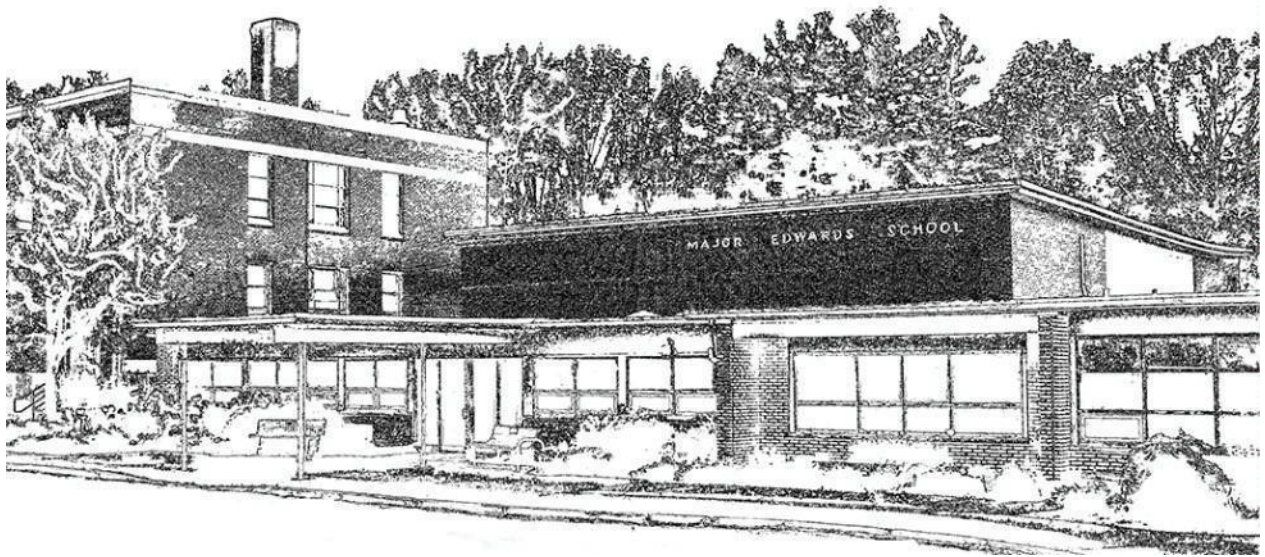


Major Edwards Elementary School

2021-2022 Handbook



**70 Crescent Street
West Boylston, MA 01583**

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STAFF EMAILS

Alex Audette, Principal
 Telephone 508-835-4461 x 2183
 Fax 508-835-4119
 Email AlexAudette@wbschools.com

Brooke Beverly, Assistant Principal /Team Chair
 Telephone 508-835-4461 Ext. 2101
 Email BrookeBeverly@wbschools.com

Crystal Letendre, Secretary
 Telephone 508-835-4461 Ext. 2100
 Email CrystalLetendre@wbschools.com

Marion Karsina, School Nurse R.N.
 Telephone 508-835-4461 Ext.2162
 Email Marionkarsina@wbschools.com

Tracey Frohock, School Counselor
 Telephone 508-835-4461 Ext. 2107
 Email TraceyFrohock@wbschools.com

School Staff & Phone Directory 2021-2022

Haley Gaughan	HaleyGaughan@wbschools.com	Teacher: Pre-School	Ext 2110
Ann Vassiliadis	AnnVassiliadis@wbschools.com	Teacher: Pre-School	Ext 2111
Jenny Boudreau	JennyBoudreau@wbschools.com	Teacher: Kindergarten	Ext 2112
Rebecca Benson	RebeccaBenson@wbschools.com	Teacher: Kindergarten	Ext 2114
Karen Yasick	KarenYasick@wbschools.com	Teacher: Kindergarten	Ext 2113
Stephanie Roche	StephanieRoche@wbschools.com	Teacher: Kindergarten	Ext 2172
Amy Campbell	AmyCampbell@wbschools.com	Teacher: Grade 1	Ext 2116
Dawn Londergan	DawnSuire@wbschools.com	Teacher: Grade 1	Ext 2115
Amybeth Widing	AmybethWiding@wbschools.com	Teacher: Grade 1	Ext 2119
Alisson Johnston	AlissonJohnston@wbschools.com	Teacher: Grade 2	Ext 2120
Karen Murphy	KarenMurphy@wbschools.com	Teacher: Grade 2	Ext 2122
Gretchen Wawrzynaik	GretchenWawrzynaik@wbschools.com	Teacher: Grade 2	Ext 2121
Kelly Connors	KellyConnors@wbschools.com	Teacher: Grade 3	Ext 2105
Susan Penney	SusanPenney@wbschools.com	Teacher: Grade 3	Ext 2103
Christine Stratton	ChristineStratton@wbschools.com	Teacher: Grade 3	Ext 2104
Tina Avery	TinaAvery@wbschools.com	Teacher: Grade 4	Ext 2204
Michelle Gangai	MichelleGangai@wbschools.com	Teacher: Grade 4	Ext 2201
Liz Lemay	LizLemay@wbschools.com	Teacher: Grade 4	Ext 2203
Cara Bjorklund	CaraBjorklund@wbschools.com	Teacher: Grade 5	Ext 2301
Renee Brancalone	ReneeBrancalone@wbschools.com	Teacher: Grade 5	Ext 2302
Caitlin Conway	CaitlinConway@wbschools.com	Teacher: Grade 5	Ext 2304
Leia Roberts	LeiaRoberts@wbschool.com	Teacher: Art	Ext 2171
Tyler Cyr	TylerCyr@wbschool.com	Teacher: Physical Education	Ext 2124
Jo Manning-Souza	JoManning-Souza@wbschool.com	Teacher: Music	Ext 2176
Brian Stefanelli	BrianStefanelli@wbschools.com	Teacher: Music/Band	Ext 2216

Kelly Bien	KellyBien@wbschools.com	Special Education Teacher κ	Ext 2117
Cathy Cranston	CathyCranston@wbschools.com	Special Education Teacher Grade 1	Ext 2118
Jennifer Kallberg	JenniferKallberg@wbschoolc.om	Special Education Teacher Grade 2	Ext 2117
Rosemary Palmi	RosemaryPalmi@wbschools.com	Special Education Teacher Grade 3	Ext 2102
Lynne Mascia	LynneMascia@wbschools.com	Special Education Teacher Grade 4	Ext 2197
Kerry Silver	KerrySilver@wbschools.com	Special Education Teacher Grade 5	Ext 2301
Christina Franklin	ChristinaFranklin@wbschools.com	Special Education Teacher Resource	Ext 2102
Jessica Biskup	JessicaBiskup@wbschools.com	Special Education Teacher PASS	Ext 2102
Christina Donatiello	ChristinaDonatiello@wbschools.com	Behavior Specialist	Ext 2118
Lauren Wallis	LaurenWallis@wbschools.com	Special Education Teacher Behavior	Ext 2118
Linda Guida	LindaGuida@wbschools.com	Speech Therapist	Ext 2106
McKayla Haley	McKaylaHaley@wbschools.com	Speech Therapist	Ext 2106
Karla Okala	KarlaOkala@wbschools.com	E.L.L Teacher	Ext. 2152
Holly Brockmire	HollyBrockmire@wbschools.com	School Psychologist	Ext 2109
Charlene Brenner	CharleneBrenner@wbschools.com	Occupational Therapist	Ext 2173
Jennifer Diaz	JenniferDiaz@wbschools.com	Occupational Therapist	Ext 2173
Sharon Bokankowitz	SharonBokankowitz@wbschools.com	Title 1 Reading Specialist	Ext 2117
Carol Branscombe	CarolBranscombe@wbschools.com	Para Professional	
Jennifer Brown	JenniferBrown@wbschools.com	Para Professional	
Sarah Brown	SarahBrown@wbschools.com	Para Professional	
Mary Derrah	MaryDerrah@wbschools.com	Para Professional	
Lauren Pusateri	LaurenPusateri@wbschools.com	Para Professional	
Holly Pedro	HollyPedro@wbschools.com	Para Professional	
TBD		Para Professional	
Tina Marino	TinaMarino@wbschools.com	Para Professional	
Michelle Nelson	MichelleNelson@wbschools.com	Para Professional	
Adam Richards	AdamRichards@wbschools.com	Para Professional	
Kelsey Riordan	KelseyRiordan@wbschools.com	Para Professional	
Nicole Turner	NicoleTurner@wbschools.com	Para Professional	
Glenda Mercurio	GlendaMercurio@wbschools.com	Extra Support	
Donna Smith	DonnaSmith@wbschools.com	Cafeteria	Ext 177
Jaqueline Gerardi	JaquelineGerardi@wbschools.com	Cafeteria	Ext 177
Ed Riggles	EdRiggles@wbschools.com	Head Custodian	Ext 175
Champions Program		After School Child Care	Ext 147

**West Boylston Public Schools
125 Crescent Street
West Boylston, MA 01583-1098**

SCHOOL COMMITTEE

Jennifer Breen
Nancy Hubbard
Christine Quirk

James Pedone, Jr. (Chair)
Jason Ponticelli (Vice Chair)

OFFICE OF THE SUPERINTENDENT

Superintendent of Schools

Richard Meagher
(508)835-2917

Administrative Assistant

Anita Pratt
508-835-2917 ext. 1209

Director of Special Education

Sherri Traina
(508) 835-3391 ext. 1208

Pupil Personnel Services Secretary

Jean Pray
(508)835-2917 ext. 1212

Business Administrator

Roger Pontbriand
(508)835-2917 ext. 1206

Payroll Clerk

Melissa Richardson
(508) 835-3391 ext. 1210

WEST BOYLSTON PUBLIC SCHOOLS

EDUCATIONAL PHILOSOPHY AND GOALS PS-12

West Boylston Public Schools are committed to providing an environment of academic excellence to develop the mind, character, and civic responsibility of each student.

The West Boylston Public Schools seek to provide an environment which will challenge and motivate each individual student to progress in directions compatible with his/her own abilities, needs, and desires and to achieve his/her maximum potential.

To achieve these purposes each student in the West Boylston Public Schools should:

- ☐ demonstrate a basic competence in communication skills -reading, writing, listening and speaking;
- ☐ demonstrate an appreciate and knowledge of his/her own traditions and history as well as that of other peoples and cultures;
- ☐ demonstrates an understanding of the physical, biological, and mathematical worlds based upon not only the acquisition of information, but also upon exploration and discovery;
- ☐ acquire an understanding and appreciations of the arts;
- ☐ develop creativity and self-expression;
- ☐ develop an appreciation and sense of responsibility for maintaining his/her physical and mental health;
- ☐ develop a positive and realistic sense of self-esteem;
- ☐ develop self-discipline and accept responsibility for the consequences of his/her own behavior;
- ☐ respect the rights and feelings of others;
- ☐ graduate with a level of achievement enabling him/her to gain access to further education, or to become occupationally skilled, and to view education as a lifetime exploration;

MAJOR EDWARDS ELEMENTRAY SCHOOL

PHILOSOPHY STATEMENT

The educational community of Major Edwards Elementary School strives to provide a safe, secure, orderly, stimulating atmosphere where children feel comfortable to explore and take risks in the learning process. Students are encouraged to have respect and understand the diversity among all individuals. We challenge our students and give them opportunities to learn, grow, and evolve. The school, in partnership with the family and the community of West Boylston, promotes the development of academic excellence, self-discipline, and responsibility. Our highly motivated staff is committed to providing appropriate instruction and encouragement, with high expectations academically, socially, and behaviorally, so that each student will experience success to the fullest potential. Fostering an environment that nurtures and stimulates students will enable them to acquire the tools to make appropriate decisions and choices in their daily lives. Our goal is to instill a lifelong appreciation for learning.

ATTENDANCE PHILOSOPHY

Research shows that school attendance is a factor in academic success of students. Students need to be in the classroom to benefit from the teacher's instruction, and from interactions and exchanges of ideas with peers. Excessive absences affect the culture of the classroom, where the faculty seeks to build a community of learners. A student's excessive absences or tardiness can lead to incomplete and unsatisfactory work, a reduced capacity to meet curricular standards, and lower grades.

Parents/guardians are partners with the school and faculty in assuring that students have good attendance and arrive in class on time. The School Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents/guardians can help their children by refusing to allow them to miss school needlessly.

According to Massachusetts General Law Chapter 76, Sec. 1, every child is required to attend school and all their classes on a regular daily basis. Parents/Guardians do not have the option of keeping a student out of school. Even if the absence (either requested in advance or explained later) meets the approval of the parent/guardian, the school makes the final determination as to whether or not an absence is deemed excused. Chronically absent students and their parents/guardians may meet with the School Administrators in an attempt to improve attendance. An attendance contract may be established.

Note: COVID-19 quarantine mandates based on documented COVID-19 symptoms or students exposed to a person that has tested positive for COVID-19 will follow state mandated guidelines. Asynchronous learning opportunities will be provided outside of school based on the health of the student. Attendance policy will be adjusted for COVID-19 quarantine mandates.

ABSENT/EARLY DISMISSAL/ TARDY

Absences

Parents/Guardians are asked to call the school (508) 835-4461 extension 4 to leave absentee/late information before 9 am. If you do not call your child in absent, an automated phone call will be made to confirm your child is not at school, ensuring your child's safety. If you receive an automated phone call regarding your child being absent, it is your responsibility to call the school and confirm your child's absence. We will call every contact number for a student to determine if he/she is absent.

If your child is going to be absent for more than three (3) consecutive days, parents/guardians may request homework when they call their child in absent. Due to a teacher's schedule, homework for your student will need to be picked up at the end of the school day. It will be located outside the office in the "Homework Box," or the homework can be sent home with a sibling or a neighbor.

When a student is absent from school, families will be required to send an electronic note (email) to the teacher upon returning to school even when a phone call was made. This electronic note (email) should include the date of absence(s), the reason for absence and a parent/guardian's signature. Please call or email the school nurse to report any acute contagious type (e.g. "strep" throat, "stomach" bug, influenza) illnesses, or long-term illness. Absences of 3 or more (≥ 3) consecutive school days will require a note from a Health Care Provider (Medical Doctor, Nurse Practitioner, Physician's Assistant, and/or Dentist). Students will need to "make up" class assignments missed due to absences. Tutoring services for long-term absences may be arranged by calling the Special Education office at (508) 835-3391.

We request that family vacations are not taken during scheduled school days/hours. Homework will not be provided for students that are absent/away on vacation with their family.

All notes for early dismissal/tardiness/doctors/dentist notes will sent electronically (email) and should include the teacher and the secretary of the school.

Early Dismissal

Parents/Guardians should send a note requesting early dismissal on the day it occurs. Please make every attempt to schedule appointments for doctors and/or dentists before or after school. We will dismiss your child to the office upon your arrival. You must sign your child out to dismiss from school. Please have identification with you at the time of dismissal.

Tardiness

Punctuality is a life skill that staff members feel is important. Students who arrive in their classrooms after 8:20 a.m. are considered tardy, which interferes with a smooth beginning to the school day. Both parents/guardians and students should keep in mind that prompt attendance is a simple way of assuming a responsibility that we are all required to meet. Without parental/guardian cooperation in this matter, the school is unable to act effectively in the best interest of students. In circumstances where tardiness cannot be avoided, please call the school answering service at (508) 835-4461 to inform the school office that your child will be late.

ARRIVAL / DISMISSALS

Parent Drop-off Pick-up

Major Edwards Elementary Morning Drop-off

When dropping off students in the morning, please use the middle driveway, turn left into the Main parking lot, and proceed to the drop off sign. One or more adults are on duty supervising students. Students can then use the crosswalk to get to the sidewalk in front of the building. Cars should then proceed to the end of the parking lot and turn left to exit. This system keeps cars from driving through the crosswalk area directly in front of the building, and keeps cars from interfering with the buses.

The first driveway (closest to the school) is reserved for buses only in the morning from 7:50 - 8:30 a.m. This driveway is also reserved for buses at the end of the day, from 2:30 to 3:00

p.m. Parents/Guardians and visitors should not park on Crescent Street or in front of the building before, after and/or during the school day. The front of the building is considered a fire lane for emergency vehicles and should be kept open and unobstructed at all times.

Major Edwards Elementary Afternoon Pick-Up:

The guidelines for pick-ups at dismissal times are as follows:

- ☐ Parents/Guardians must send in a note with their child if they are picking up their child at dismissal.
- ☐ If a child will be picked up every day, one note specifying that fact will suffice and the parent need only send in a note if that arrangement is to be altered. The office will permanently add that student's name to our pick-up list.
- ☐ The office will create a list of all students being picked up. (Parents/Guardians) are asked to avoid calling, faxing, or emailing this information, unless it is an emergency. (Please do not leave a message if you do need to call in.)
- ☐ Parents/Guardians should plan their arrival for 3:00 - 3:15. However, parents/guardians arriving before 3:00 may park in our lot in a designated parking space , please do not block parked cars or block the driveways), or park in the large lot at the corner of Goodale and Crescent streets, and then proceed to Edwards once the buses have left. **Please do not park on Crescent Street.**
- ☐ Parents/Guardians should use the first driveway (closest to the school) and pull down to the end of the driveway, remaining in their car, to pick up their child (3:00 - 3:15). Your child will walk to your car while being supervised by staff.

Half Days

The school and district calendars provide the scheduled half days for the school year. Dismissal for half days will begin at 11:25. Preschool dismissal will remain the same on half days with an 11:00 dismissal.

School Closing

Major Edwards School will be open on scheduled days whenever possible. However, at times the roads may become hazardous due to snow, ice, etc. Notification of a school closing or a delayed start will be broadcasted (approximately 6:00AM) on the following local radio and TV stations:

WTAG 580 AM	WSRS 96.1 FM	XLO 104.5 FM	WBZ 1030 AM
Channel 4	Channel 5	Channel 7	Channel 25

The notice will be broadcasted on the above stations. In addition, an automated phone call will be placed to notify parents of a school cancellation or delayed start.

ACADEMICS

1. **After-School Extra Help**

Teachers are available to provide after-school extra help to students. Teachers will select students in need of extra help or supervise students working on special projects.

Parents/Guardians may also request extra help for their child. Parents/Guardians are responsible for transportation at the conclusion of the extra help session.

2. **Home Tutoring**

Home tutoring may be provided when a student is unable to attend school for an extended period. Parents/Guardians should address requests for home tutoring to, Sherri Traina, Director of Special Education at (508) 835-3391.

3. **Promotion and Retention**

While most students experience a continuous progression through the grades, retention (repeating a grade) can be in a student's best interest. The decision to promote or retain is based mainly on a student's readiness for the activities of the grade, although, less commonly, children may also be retained for other considerations, including:

1. degree of application and interest
2. daily class work and skill mastery as indicated by grades, report cards, and teacher observations
3. degree of achievement in relation to measured ability as well as relation to the general level of work of other students at the same grade. (Refer to grade level guidelines for assessment tools.) The classroom teachers shall meet with parents at the end of the second marking period to discuss children who are being considered for retention. The recommendation to retain or promote is communicated to parents at the end of the third marking period. In cases where consensus cannot be reached, the final decision regarding retention rests with the building principal.

4. **Reading Support**

The purpose of the Reading Support Program is to provide support to and reinforcement of the reading skills taught in the student's class; it is not a student's total reading program. The objective is to have a student read at grade level without supplemental support from the program. Referrals for grades 1-5 can be made after mid-October. Administered tests, reading grades and teacher recommendations are possible criteria for admittance into the program. Reports are provided three times a year to parents and coincide with report cards. End of the year testing is administered to all students in the Reading Support Program and test scores will be reported to parents/guardians. A recommendation for the next year's services are made based on those test scores, report card reading marks and teacher recommendations.

BEHAVIORAL EXPECTATIONS/CONDUCT

PBIS - (Positive Behavioral Interventions and Supports)

Major Edwards has adopted a school-wide system of support that includes proactive strategies

for defining, teaching, and supporting appropriate student behaviors. PBIS is a behavioral approach that supports positive classroom and non-classroom behavior (such as hallways, buses, and restrooms). The direct explicit instruction of appropriate and desired behaviors will improve important academic and behavioral results for all students.

Care of School Property

Defacing or destroying school property is prohibited. Students are responsible for all materials assigned to them and families are required to pay for lost or damaged books and other articles.

Toys/ Electronic Devices/ Cell Phones

Students bringing any electronic devices to school assume total responsibility for them.

Students in grade 2-5 should not bring toys to school unless there is an event/celebration where it has been communicated by the classroom teacher and/or the school. Toys (fidget spinners, pop-its, toy figures, cards, etc...) are not permitted at school. Please contact School Counselor Tracey Frohock if a stress ball is appropriate.

Cell phones may not be used during school hours and activities. Failure to follow this guideline will result in consequences including confiscation and/or loss of the privilege.

With a signed permission form, students may utilize electronic devices at the discretion of teacher/administrator or designee. Internet access is prohibited on all electronic devices.

In order to address the safety and communication needs of families, students will be allowed to bring cell phones to school and on the bus.

Dress Code / Clothing

Special classes and certain circumstances require attention to student's clothing such as children participating in physical education classes regularly. Parents/Guardians are requested to have students bring or wear sneakers on days when children are scheduled to have gym. Recess periods are outdoors whenever possible, which may include days when our playground is wet, snow-covered, etc. Students should wear or bring proper footwear for these conditions, especially through the winter and spring months. Parents/Guardians are encouraged to place student's names in any clothing to avoid having clothing lost and/or remain unclaimed in our "lost and found" rack. Students are expected to dress and groom themselves in such a manner as to avoid disrupting the educational process of the school. Students are to avoid dress and grooming which pose hazards to the welfare, health, property, or safety of themselves or others. Flip-Flops, high heels, sandals without a heel strap and "rolling" sneakers are not allowed. Spiked bracelets or neckwear and chains are not allowed. Distracting attire (such as tee shirts exposing midriffs)

and attire with inappropriate messages (such as shirts advertising alcoholic beverages) are not to be worn to school. Hats, hoods, bandanas, or other headwear are not allowed in the building, except those worn in relation to religious practice, medical need or with prior administrative approval.

Drugs

The West Boylston Schools have the legal, moral and social responsibility for keeping the school environment free from the use, possession of, and/or distribution of drugs of any kind. The school system conducts programs that provide every child with a good understanding of the physical, psychological, and social dangers associated with drug abuse. The school system is smoke free. This includes the building and school grounds. The consequence for use, being under the influence of, for distribution of, for concealing, or for knowingly being in the presence of drugs are quite severe and include lengthy out-of-school suspensions. Students are cautioned that the use of illegal drugs, or improper use of prescription drugs, presents a danger to their health and well-being.

HOMEWORK

Policy IKB

Effective implementation of the homework policy will occur when teachers, parents/guardians, and students communicate well with each other in a home-school partnership. Homework is provided with an understanding of the realities of family life, along with the recognition that it is an important part of the learning activity of the students.

The term "homework" refers to an assignment which is to be prepared during a period of supervised study in class or outside of class. The purposes of homework is to reinforce classroom instruction, to aid in the mastery of skills, and to develop independent work habits.

Homework is a learning activity, which should increase in complexity with the maturity of the student. With increased maturity, learning should become an increasingly independent activity. This should be established through consistent assignments that encourage students to investigate for themselves and to work independently as well as with others.

The care with which a homework assignment is assigned, the quality of the responses from students, and the nature of the follow-up activities in the classroom will be of greater importance than the quantity of work involved in a homework assignment.

A student will not be given a homework assignment that requires resources and references that are not accessible to him/her and shall never be given to a student or to a class for disciplinary reasons.

The time required to complete homework assignments will vary at all grade levels according to the nature of the subject/area being studied and the needs and abilities of the students. The following is a guideline for weekly homework assignments:

Kindergarten - 15 minutes per week

Grade 1 - 10 minutes 4-5 times per week

Grade 2 - 20 minutes 4-5 times per week

Grades 3 - 30 minutes 4-5 times per week

Grade 4 - 45-60 minutes 4-5 times per week

Grade 5 - 45-60 minutes 4-5 times per week

Grade 6 - 60-90 minutes 4-5 times per week

Grades 7 to 8 - 60-90 minutes 4- 5 times per

week Grades 9 to 12 varies by course

In addition, students will be expected to read independently as assigned by their teacher. Long term projects are not subject to the above noted time allocation.

Parents/Guardians may verify that a student has worked for the required time period by signing the homework. If this becomes a repeated action, it will signal the need for a parent/teacher conference.

First Reading – January 8, 2016

Second Reading and Adoption – February 12, 2016

LIMITED ENGLISH PROFICIENT

LANGUAGE ASSISTANCE PROCEDURES FOR PROVIDING LANGUAGE ASSISTANCE FOR PARENTS/GUARDIANS

The West Boylston Public Schools will ensure that all written and oral communications with all families are in English. For those families whose primary language of the home is not English, all forms of communication may be provided in both English and their primary language. The following procedures will be followed to comply with both State and Federal regulations under special education and civil rights parental involvement safeguards:

1. The Director of Pupil Personnel Services, Sherri Traina, will be responsible for obtaining an interpreter for both oral and written communication when this is deemed necessary by the team and/or requested by the family, an advocate or any community agency.
2. The district will make diligent efforts to obtain appropriate language interpreters and will contract with local and state agencies and commissions in a timely fashion to meet all regulatory timelines and procedural safeguards.
3. All interpreters will be fluent in the primary language of the family.
4. All interpreters will be familiar with special education procedures, programs and services if the student is on an I.E.P. or has been referred for an evaluation.

5. The district will provide all means of appropriate oral communication including foreign language interpreter, Braille, sign language, TTY and written documents, whichever is deemed appropriate by the family and/or their representatives in the community.
6. The district will document all provisions of proper communication including personnel information, type of communication, timelines, purpose, meeting dates and follow-up services.
7. The district will further document all notices provided orally or in other non-written modes and will keep on file evidence that it has provided this notice in an appropriate alternative manner consistent with the needs of the student and/or family. Furthermore, the district will clearly state the content of all communications to the family and what precise steps that have been taken to validate the family's understanding of the content and their associated rights.
8. Notices provided to the families requiring written language other than English will include, but will not be limited to, the Massachusetts Special Education Parent's Rights Brochure.
9. All general announcements, notices of extracurricular activities, and all other school related functions and opportunities will be distributed to families in their primary language in the same timeframe as families whose primary language is English. This should include any and all school recruitment and promotional materials.

LOCKERS

All students' lockers remain the property of the school and are subject to searches by school personnel.

LUNCH

Lunch Program

Students have the option of bringing a lunch from home or buying a hot lunch served by our cafeteria staff. Monthly menus are distributed in advance. Cost for lunch is \$3.00, which includes milk, milk is only \$0.60 and lunch (reduced price) is \$0.40. Application and eligibility information for free and reduced meals are distributed in September and as necessary throughout the school year. To download the form, please go here:

http://www.wbschools.com/pages/West_Boylston_Public_Schools/District_Administration/Food_Services or the Office of the Superintendent.

If your child forgot his/her lunch or money at home he/she can "charge" lunch and pay the following day. Charging regularly is not allowed. Please keep your child's lunch card current every 20 days.

Lunch Purchases



<p>West Boylston Public Schools Nutrition Services School Year 2021-2022 Current Prices: Milk \$0.60 Major Edwards. \$3.00 MHS \$3.00</p>

Prepayment at both schools

Lunch Cards are available for purchase at the cash registers. A full price Lunch Card payment is \$60.00 for 20 lunches or \$3.00 per day. For families that qualify for reduced prices, a lunch card payment is \$8.00 for 20 lunches. Lunch cards can ONLY be used to purchase a daily lunch, and may ONLY be used for one meal, per child, per day. They may not be used to purchase Snacks or A La Carte items. No cash refunds are given. Checks should be made payable to West Boylston Public Schools, with your child's name/Lunch in the Memo, and given to cafeteria staff. * Please note if you are paying online, there is a delay before the cafeteria staff receives notification.

Snack Cards, and milk cards are also available. Snack Cards are sold in \$5.00 and \$10.00 amounts. Milk cards are \$12.00 for 20 milk purchases.

Daily “Hot Lunch” Specials will be sent home on a Monthly Menu at Major Edwards, and are posted on the web. There will be daily alternate sandwich and salad selections available every day. Cereal Meal Entrées will be offered weekly as available.

Applications are accepted for Free and Reduced Lunch at any time during the year.

Point of Sale System

Please Contact Danielle Erickson, Director of Nutrition Services, if you have any questions, comments or concerns. danielleerickson@wbschools.com or 508-835-6891 x 1407

The West Boylston Public Schools have implemented a new Point of Sale (POS) system in our cafeterias. Every student enrolled in the school system has an account that is accessed by a unique four-digit PIN number. Food purchases are made after a student enters their PIN at the cash register. *One exception is that we have vending machines in the Middle/High School that accept cash only. The younger students have barcodes on cards to help them with their PIN #'s.

Payments

There are two categories of payments: ● Breakfast & Lunch (meal) ● Snack/Ice Cream

The three payment options are as follows: Cash, Check or Online Payments. You may send cash daily, which applies immediately to your child's account. Any larger cash payments sent please specify how much goes towards meal or snack category. These cash payments also apply immediately. You may send a check with a note that specifies how much goes towards meal or snack category. Please be advised that it may take up to two business days before your child's account is credited to our POS. This may cause a two-day delay in snack purchases. You may make online payments through the school website wbschools.com. Payments are processed on Mondays from the bank and entered into the POS within two business days before your child's account is credited. This may cause a delay in snack purchases. When you make your payments online, they are categorized by school so you may choose how to apply your payment for your child/children. Breakfast and Lunch meals will be available regardless of the two-day grace period. * If your child does not have money in their snack category, they may not charge snacks and create a negative balance.

Snacks

All grades have a built in snack time; snacks are eaten in the classroom and are brought in from home. Purchases of “snack items” during lunchtime (using cash or “snack” card) are consumed in the cafeteria at lunchtime. The school requests that snacks be free of peanuts and tree nuts, and nutritious, reinforcing concepts from classroom health and science units geared towards healthy eating habits. Some examples include fruit, vegetables, yogurt, and cheese. Peanut and tree nut products for classroom snack time are discouraged. It is requested that if your child is bringing peanuts and/or tree nut products, that they be saved for lunch where they can be consumed in the cafeteria, away from the designated peanut and tree nut free table.

Birthday Party Invitations / PTA Student Directory

All birthday and other party invitations must be sent from home and not distributed at school. Please review information below for how to access the PTA directory.

The Major Edwards PTA has purchased a subscription to a private website PTBOARD. One of the features includes a directory. You do not have to be a member of the PTA to utilize the directory, but you do need to be a member of the website. You are unable to see the directory unless you are a member. That is for the privacy of the children and their families. Each year you will have to reenter your child/children’s information. Your membership to the website is free and transfers over year to year.

Please go to <http://majoredwardspta.ptboard.com> to sign up.

1. Click on the 3 lines in the top right corner.
2. Click sign up and enter your contact information
3. Click the 3 lines in the upper left corner. Look for student directory and enter your Child/children’s information.
4. A member of the PTA will verify that you have a child in the school and listed in the directory. Once this occurs you will receive access to view the directory.

Food Guidelines

Major Edwards Elementary School is an "Allergy Aware" School. We cannot guarantee that allergens (such as peanuts, tree nuts, eggs, wheat, milk, and fish) will not be brought into school.

- 1) The school nurse and principal will approve in advance the use of any food for curriculum related activities. Once approved, the teacher will send a notice home to parents specifying what food items will be used and requesting a parent signature.
- 2) A “Peanut and Nut Free” table will be established and maintained in the cafeteria. It will be cleaned between each lunch group separately from the other tables.
- 3) The school nurse will conduct Life-Threatening Allergy (LTA) and Epi-Pen training for all necessary staff members.
- 4) Teachers will maintain a list of students with allergies in their sub folder.
- 5) “Outside” groups must notify participants if food will be involved in their activity. The school must also be notified and the area(s) in use must be cleaned after the program
- 6) Cafeteria personnel will be trained in various allergy related issues such as LTA training, cross contamination, “Peanut and nut free” table procedures, etc. Cafeteria personnel will be trained in various allergy related issues such as cross contamination, “Peanut and nut free” table procedures, etc.
- 7) If lunch is in the classroom, disinfectant wipes will be utilized to wipe down surfaces before and after eating.

Food Allergies / Life-Threatening Allergies (LTA):

Major Edwards Elementary School is an “allergy aware” school. We cannot guarantee that foods containing the most common food allergens (soy, peanuts, tree-nuts, milk, finfish, shellfish, and wheat) will not be brought into school. Students are to bring in their own snacks for scheduled daily classroom snack time and some students bring their own lunch to school. The School cafeteria maintains a PEANUT AND TREE NUT FREE table, No foods containing Peanuts or Tree Nuts are permitted at this table.

Nutrition information and content of food items served in the cafeteria is available, if there are questions. Questions should be directed to the director of food services, the school nurse is happy to assist as needed. If it is unclear if a lunch item may (or does) contain a food that a student is allergic to, it is recommended he/she purchase an available alternate item. The cafeteria staff are made aware of which students have a food LTA. School staff are trained on recognition of an allergic reaction and anaphylaxis and how to respond. Student’s with identified allergies and known history of anaphylaxis **MUST HAVE THEIR OWN PRESCRIPTION EPI-PEN** on hand at school.

The School Nurse will ask parents/guardians of any student identified as having a food LTA to have their student’s health care provider complete an Allergy Action Plan and emergency medication orders for their child. The school nurse will develop and Emergency Action Plan for each student annually, based on the health care provider’s allergy action plan and medication orders. This will be completed by September 30 of each school year.

Cafeteria Conduct

To help maintain a pleasant and safe cafeteria, students are expected to behave properly before, during and after meals.

Our rules for good cafeteria behavior:

- 1) walk to tables and lines; no running
- 2) speak quietly; no shouting
- 3) stay in your place in line; no cutting in front of others; no reserving seats for others
- 4) use good table manners; no throwing, reaching across tables, taking another person’s food
- 5) leave your place clean; no leaving tables, chairs or floor messy during and after meals

Lunch/ snacks in the classroom

- 1) Students are expected to maintain proper social distancing while they eat and their masks are off for eating and drinking.
- 2) Students (with staff support) should wipe down surfaces before and after eating.
- 3) All students should throw their trash away and clean up the floor and their space.
- 4) Students may only eat their own food (no sharing).
- 5) Students may talk with their classmates, but should speak respectfully, have good manners and meet positive behavior classroom expectations.

MCAS (MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM)

The Massachusetts Comprehensive System, MCAS, is administered yearly in the spring. Third grade students take the Language Arts and Math assessment. Fourth grade students take the Language Arts assessment that includes a long composition and the Math assessment. The fifth grade students take the Language Arts, Math and Science/Technology assessment. A report written by the Massachusetts Department of Secondary and Elementary Education will be sent to parents in the fall.

MEDICAL

Emergency Contact Information/Forms

Emergency cards will be sent home on the first day of school and are to be completed by parent/guardian and returned to school. **Please notify the office of any changes in emergency contact information during the school year as they occur such as** phone number and/or names of adults that can pick up your child from school.

Exclusion for Contagious Conditions

The following are common among schoolchildren and are considered communicable or contagious conditions. The (MDPH) oversees school nursing and in accordance with promulgated guidelines from the MDPH, Major Edwards Elementary requires families adhere to the following guidelines for the health, safety, and well-being of all of our students:

Head Lice/Nits: Students found to have live lice during the school day will be sent home to be treated with an over the counter or prescription Pediculocide shampoo. Students sent home may return to school the next day ONLY AFTER treated with an Over the Counter or Prescription Pediculocide. The student must come into the school with a parent/guardian/designated adult **(they should not ride the bus)** and the adult will accompany the student into the health office, stay for the post treatment/return to school Nurse conducted head check, which is done prior to returning to class. Student(s) will be sent back home for live lice found during this check with a recommendation for consult with Health Care Provider. (Medical Doctor, Nurse Practitioner, Physician's Assistant).

Bacterial Conjunctivitis "Pink Eye": The student should remain out of school until Health Care Provider medication / treatment has been administered for twenty-four hours. A signed Physician's note clearing that students return is requested.

Strep Throat: The student must remain out of school until Health Care Provider prescribed medication has been administered for twenty-four hours. A signed Physician's note clearing that students return is requested.

Scabies: The student must remain out of school until treatment has been administered for twenty-four hours.

Fever: Students will be dismissed for a temperature greater than/equal to 100.00 Fahrenheit **OR** a temperature ≥ 99.5 **with symptoms** (headache, vomiting, sore throat, abdominal pain, ≥ 1 bout of diarrhea). The student must remain out of school until he/she is fever free for 24 hours from onset of fever without the use of fever reducing medication. Fever is defined as a temperature GREATER THAN 100) **without** the aid of fever reducing medication.

Vomiting: Students will be sent home for vomiting. The student must remain out of school until he/she is **free from vomiting for 24 hours from last vomiting occurrence**, without the use of an **anti-vomiting/nausea** medication.

Diarrhea: Students will be sent home from school **for three or more** bouts of diarrhea during the school day **and/or** ≥ 1 bouts of diarrhea accompanied by one or more of the following symptoms (temperature ≥ 99.5 , abdominal pain, vomiting, headache. The student must remain out of school until he/she is **free from diarrhea for 24 hours from last diarrhea occurrence**, without the use of an antidiarrheal medication.

Rash: Dismissal for a rash is at discretion of the school nurse. Students returning to school from dismissal due to a rash are required to have a Health Care Provider's signed note clearing them for return (Medical Doctor, Nurse Practitioner, Physician's Assistant). This is due to the many reasons for rash (e.g. allergy, viral illness, bacterial illness).

Exclusion from Activities/Health Restrictions

It is expected that students are able to participate in the day-to-day routine of school activities. If health conditions cause restrictions, prevent full participation (in any or all activities), or require accommodations, then a signed Physician's note is required (e.g. upper respiratory conditions, sprained and/or fractured limb). **With sprains, fractures that limit ambulation (walking/mobility) and/or prevent stair use a note is required from a health care provider (Medical Doctor, Nurse Practitioner, Physician's Assistant), and this note must include the specific restriction and need for use of elevator.** A note requesting from a parent/guardian that a student take the day off from recess or Physical Education after returning from an illness is acceptable.

Immunizations

Massachusetts State Law mandates that all enrolled students in a public school are up-to-date on all required immunizations. A signed Certificate of Immunization, from the student's health care provider is to be provided at the following times at the elementary grades:

1. Preschool year
2. Kindergarten year (including Lead level, date and result)
3. Grade 4 year
4. Student in any grade who is transferring from another district.
5. The school health office is appreciative for an updated immunization certificate any time a student receives any vaccine during an "off/non mandated year)

This form must be obtained from the student's primary care physician/health care provider and must be signed.

The school nurse can let you know what the current year mandatory immunizations include. Massachusetts state law does allow for immunization waiver for the following reasons:

1. Sincere religious belief: requires written and signed letter by the students parent/guardian before entry to school and on an annual basis (at the start of each school year)
2. Medical exemption: requires written and signed letter by the student's primary care physician/health care provider before entry to school.

Students will not be allowed to start or attend school without documented up-to-date immunizations and/or state mandated exemption letters.

Massachusetts state law does not allow for personal or for philosophical exemptions from immunizations.

Accident insurance is available for children at the Major Edwards Elementary School.
Enrollment information is distributed in September.

MEDICINE

Medicine at school:

It is the policy of the West Boylston Public Schools that all medications be administered by a parent or guardian at home (prior to arriving to school or during the afternoon/evening hours after school), when possible. If, under exceptional circumstances, a child is required to take medication during school hours, the school nurse will administer the medication in compliance with MDPH medication administration guidelines (the overseeing agency of the practice of school nursing):

All prescription medications must be in a pharmacy labeled container that is legible and up to date. All non-prescription (over the counter) medications, which still require a doctors order, must be in a new, unopened original labeled container. Opened containers will not be accepted.

- a. The School's consultant Physician does provide "standing orders" for the school nurse to administer Acetaminophen (Tylenol), Ibuprofen (Advil, Motrin), Tums, and Diphenhydramine (Benadryl)
- b. The Emergency cards completed annually by all parents/guardians has a consent to administer Tylenol, Ibuprofen, and Tums consent section. For students who have signed consent for any of these medications, they may be offered as/if needed as per the school nurse's discretion. The school nurse will make every effort to contact parent/guardian before administering these medications, but will always inform the parent by the end of the school day if the medication was administered, at what time, and why.
- c. Parent/Guardian may decide to not consent to the administration of Acetaminophen, and/or Ibuprofen, and/ or Tums. This information is documented onto the student's electronic health record as well as clearly indicated on the emergency health card.
- d. Any student who may require Benadryl (who does not have a specific order from their own Health Care Provider), will be contacted by the school nurse PRIOR to it being administered for verbal consent (as consent to administer Benadryl is not included on our emergency card) to administer Benadryl.
- e. The school has a "stock" supply of Acetaminophen, Ibuprofen, Tums, Benadryl for use on an "as needed/discretion of the school nurse as per standing school orders" use.

All medications must be brought directly to the school nurse by a parent/guardian.

- a. Students cannot transport or carry medication into the school or out of the school (even if “dropped off” by parent or being dismissed via “parent pick up” or if attending the BSCC/ASCC program).
 - b. Students cannot carry medications on the bus and give to the nurse upon arrival and/or bring a medication back home on the bus.
 4. All prescription medications must be accompanied by a written and signed health care provider order (medical doctor, nurse practitioner, physician’s assistant, Dentist) and a signed consent to administer medication form submitted by the student’s parent/guardian.
 5. Long term administration (greater than 10 days) of non-prescription drugs will be done only with a written physician’s order and parent /guardian permission.
 6. Short term administration of prescription medication (10 days or less) do not require a written & signed physician’s order (unless it is a controlled substance), the pharmacy label and written parent/guardian consent is sufficient*
 7. Short term administration of Tylenol or Ibuprofen will be done with parent/guardian permission
- *The school nurse may request a Physician’s order at his/her discretion

Cough Drops:

Cough drops are not dispensed by the health office and the use of cough drops at school is discouraged, due to the potential for choking and associated breathing difficulties that cough drops present. Students are not permitted to bring cough drops into school from home. Cough drops should not be sent to school with your child nor should they be brought to school by your child. Students who require cough drops will require a written Physician’s medical directive (order) from their pediatrician and the cough drops must be brought to school by parent/guardian and given to the school nurse, along with necessary medication forms on file (parental authorization and consent to administer and written physician’s order) in the school health office. When the student presents to the health office for their cough drop, he/she will stay in the office until the cough drop has been fully dissolved and swallowed.

ACCIDENTS / INJURIES OCCURING AT SCHOOL

The school nurse examines injured students who are brought or sent to the school health office. In the case/event of an injury, basic first aid will be administered. Should the school nurse be concerned of a serious injury to a child, the parent/guardian will be called for dismissal and with a strong recommendation for evaluation of the injury with a health care provider and in extreme cases with significant injuries, Emergency Medical Services (911) will be dispatched to care for the student and then the parent/guardian called.

PHYSICAL EXAMS

1. Preschool
2. Kindergarten (this exam must be within 12 months of commencement of kindergarten, and includes vision screen, stereopsis testing, documentation that the student is up to date with state mandated immunizations, lead level-date drawn and result)
3. Grade 4
4. A student transferring to WBPS from another district, regardless of grade.

Vision, Hearing, Height & Weight, and Postural Screenings

The Massachusetts Department of Public Health mandates annual vision, hearing, height & weight screenings at the following elementary grade levels (K-5) and annual postural screenings at the elementary level for grade 5. Vision, Hearing, Height & Weight screenings are conducted annually in the fall and overseen by the school nurse. Postural screening is conducted annually in the spring by the school nurse.

PARENT COMMUNICATION/ SCHOOL MESSENGER

School Newsletter

A monthly school newsletter will be sent home that will include grade level submissions, curriculum and other school related information regarding events in the school community. In addition, the school website www.wbschools.com/mees contains relevant information that may address parent questions or provide additional school information.

School Messenger email information will be sent each Thursday. (Please contact the school with changes in emails).

PARENT INVOLVEMENT

Parent Teacher Association (PTA)

The Parent Teacher Association works to support the school program in many ways. Meetings occur regularly throughout the school year. The PTA plans projects, discuss concerns and plan student and parent programs. Monthly newsletters are disseminated to keep community members apprised of PTA activities.

School Council

The Massachusetts Education Reform Act of 1993 provides for the establishment of a School Council at each public school within the Commonwealth. The council is made up of parents, teachers and community representatives. The School Council's responsibilities are to assist the principal with the following: adopting educational goals for the school; identifying the educational needs of the students; reviewing the school's budget; developing the school improvement plan; and approving student handbooks.

Meeting Dates: September 15th, October 20th, November 17th, January 19th, March 16th, April 13th, and May 18th

Special Education Parent Advisory Council-WBSEPAC

Massachusetts Special Education regulations mandate that each school system operating a Special Education program establish a parent advisory council. The West Boylston Special Education Parent Advisory Council meets throughout the year. The dates and locations are published in the school newsletters and the local newspaper, the Banner. The WBSEPAC provides parents with support regarding Special Education issues, information about the availability of Special Education services, procedures to obtain these services and rights and responsibilities of parents under state and federal Special Education laws.

Parent and Teacher Conferences

Teachers are available to parents for parent conferences throughout the school year. Parents are encouraged to discuss concerns with their child's teacher as soon as possible. Appointments can be arranged directly with your child's teachers. Scheduled parent conferences for Preschool-5 are in November, which may be virtual for the 2021-2022 school year. Additional conferences for preschool and kindergarten students are scheduled in February, which may be virtual as well.

POLICIES

All school policies and accompanying regulations are available to review upon request. Please call (508) 835-4461 x 2100 for assistance.

PROFESSIONAL DEVELOPMENTAL DAYS

Throughout the year, half-day and full days are used as Professional Development for staff. Refer to the school calendar for the dates of these days. On half-day Professional Development Days, preschool students will follow their NORMAL routine. Students in K-5 will be dismissed at approximately 11:25 am. Lunch will not be served on half days. There is no school or before/after-school care for students on full day Professional Development days.

REPORT CARDS

The Major Edwards Elementary grading policy is as follows:

A. **Kindergarten**: Kindergarten students' progress is reported to parents through conferences at the end of the 1st and 2nd trimester. Additional conferences will be held, as necessary, throughout the remainder of the school year. Report cards are issued at the end of the 2nd and 3rd trimester. Students' progress is noted as follows:

Level of Achievement

S Secure

D Developing

B Beginning

Level of Development

A Appropriate

N Needs Improvement

B. **Grades 1- 3**: Grades 1 - 3 students' progress is reported to parents through conferences at the end of the 1st trimester. Additional conferences will be held, as necessary, throughout

the remainder of the school year. Report cards are issued at the end of the second, 3rd trimesters. Students' progress is noted as follows:

Level of Achievement

- S Secure
- D Developing
- B Beginning

Level of Development

- A Appropriate
- N Needs Improvement

C. **Grades 4 & 5:** Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents and students understand the topics studied in each specific content area, the skills and concepts introduced, and the expected level of performance in each grade level.

Performance Level Indicators

There are four levels of performance noted on the Standard Based Report Card using a numeric indicator system (4, 3, 2, 1 and NA) to describe progress and growth over time. A descriptor for each indicator is provided below.

4=Exceeds standard: Students at this level demonstrate a comprehension and in-depth understanding of subject matter, and provide sophisticated solutions to complex problems.

3=Meets standard: Students at this level demonstrate a solid understanding of subject matter, solve a wide variety of problems, and are meeting grade level expectations.

2=Approaching standard: Students at this level demonstrate a partial understanding of subject matter and solve simple problems.

1=Needs more time and support to develop: Students at this level demonstrate a minimal understanding of subject matter, and do not solve simple problems.

NA= Standard not assessed at this time: This standard is assessed later in the school year. The advantage of standards-based reporting is that learning targets are articulated clearly throughout the instruction. Furthermore, parents/guardians can see which learning targets students have demonstrated mastery of, and which learning targets need continue review, re-teaching, and additional practice.

Trimester Dates:

Term one ending November 12, 2021 Report card issued November 19, 2021

Term two ending March 11, 2022. Report card issued March 18, 2022.

Term three ending June 10, 2021. Report card issued last day of school

SAFETY

CORI (Criminal Offender Record Information)

The Commonwealth of Massachusetts requires Massachusetts public schools to conduct a criminal offender record information (CORI) check on all current and prospective employees and volunteers who may have direct contact with students. CORIs must be updated every three years. If you will be volunteering any time in the school, helping in the classrooms, library, cafeteria/playground, chaperoning field trips or working with students, etc., you must complete a

CORI form. The Superintendent's Office completes the CORI checks and only the superintendent sees the results of these checks. An updated CORI list is kept at the school so we know who can enter the school and volunteer with the students.

Fire Drills

Fire drills (building evacuations) are held regularly to ensure the safety of all children and staff. Classroom teachers instruct children in fire drill procedures the first day of school and review them periodically throughout the year. During fire drills, children are expected to:

- 1) obey teacher directions
- 2) remain silent and orderly
- 3) walk, not run, when leaving and re-entering the school
- 4) remain with their class/group

SCHOOL CHOICE

The West Boylston Public Schools system has chosen to adopt School Choice status. Students residing outside of West Boylston may, if space is available, attend our schools. Interested parties may have the child's name placed on the School Choice waiting list by contacting the Superintendent's office at (508) 835-2917.

SCHOOL DAY/HOURS

8:10AM	Students enter school, busses begin to arrive and teachers assume supervisory responsibility
8:20AM	Attendance/classes begin
2:45PM	Last period ends
2:50PM	Dismissal begins

STAFF GIFTS

Students and parents/Guardians are discouraged from giving gifts to school staff. If you would like to express your gratitude and appreciation; notes, letters or classroom gifts such as "rainy day" games or books are welcome.

STUDENT OF THE MONTH

The criteria for selecting a 5th grade students for our Student of the Month Award as follows:

- the student displays a positive attitude in all areas
- the student demonstrates exemplary behavior
- the student is independently responsible
- the student is courteous towards class mates and adults
- the student puts forth maximum effort

TELEPHONE DIRECTORY/MESSAGE/VOICE MAIL/EMAIL

All staff members are now accessible through voice mail. Information regarding the specifics of our phone system, along with an updated staff directory is sent home each fall. To reach a staff member via email type his/her whole name@wbschools.com (i.e. alexaudette@wbschools.com)

TRANSPORTATION

Bicycle

Students in grades 3-5 may ride their bicycles to school; weather permitting and with the approval of their parents/guardians. Students in lower grades may bike to school, if accompanied by an adult.

Students riding their bikes to school must wear helmets. Bicycle permission forms are available in the office. Bike riders are to enter the school grounds at the first driveway and place their bike on the bike rack. Children should lock their bike to the rack. The school assumes no liability for loss or damage to bicycles while parked on school grounds.

Bus Conduct

Students riding school buses are expected to behave in a safe and courteous manner. Bus drivers assume authority for the management of the children on the bus. The following regulations have been adopted by the School Committee to ensure children of a safe and comfortable ride:

1. Students are to wait for the bus on the sidewalk until the bus comes to a complete stop.
2. Students are to board and leave the bus in a single file.
3. Students are to remain seated until they reach their destination.
4. Students are not to put any part of their bodies out of the bus windows.
5. Students are not to eat on the bus. No food is to be carried on the bus from the school lunch program.
6. Bus windows will be opened only with permission of the driver.
7. No objects are to be thrown on, off, or within the bus or extend out of it.
8. Students are not to damage the bus in any way.
9. Smoking is not permitted on the bus at any time.
10. Students are to behave in a courteous, considerate manner on the bus at all times.
11. Students must have written permission to leave the bus at stops other than at their home or school stops.
12. Fighting, vulgarity, loud noise, and other aggressive behavior are not permitted on the bus.
13. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege of riding on the bus for a specified period of time.
14. Students are only allowed to ride the bus they have a bus pass for.

Special COVID-Requirements

15. Students who are riding the bus must wear a mask.
16. Students must use hand sanitizer when entering and exiting the bus.
17. Students may only sit one student per seat in an assigned seat daily.
18. Bus windows must remain open, unless for serious weather conditions.

In addressing matters of student discipline while riding the bus, the following procedures have been established by the School Committee:

- 1) Drivers are responsible for:
 - a) giving verbal warnings to students
 - b) submitting “Bus Conduct Reports” to the principal when a behavior problem warrants disciplinary correction
- 2) Upon receipt of a “Bus Conduct Report” the principal will:
 - a) review the referral with the student and contact parents by phone
 - b) send a letter of confirmation, which will review the complaint and outline future courses of action if necessary
- 3) Repeated referrals will include a review, parent contact, and the following consequences:
 - a) second referral – 5 days suspension from the bus privilege and mandatory parent conference prior to return of privilege
 - b) third referral – 20-day suspension from the bus privilege and mandatory parent conference prior to return of privilege
 - c) Fourth referral – termination of the bus privilege for the duration of the school year
- 4) Should an extremely serious incident occur which poses a threat to the safety and wellbeing of the passengers and/or driver of a bus, a student may be removed from the bus permanently. In this event, parents and student shall be entitled to a hearing with the Coordinator of Administrative Services, and shall be entitled to an appeal before the School Committee.

Bus Changes

Bus passes will only be issued in the case of an emergency. Please send a note into the office the day of the request or before.

Walkers

The safety of children walking to and from school is shared concern of parents and educators. Walkers are reminded of the basic safety practices.

1. Plan the safest route to school
2. Walk on sidewalks

WEAPONS POLICY

Stated in its simplest terms, weapons and drugs of any kind are strictly prohibited on school premises or at any school related-event. Violation of this policy shall provide grounds for expulsion and criminal action according to state law. Further, students are not allowed to bring to school the following items: bats, lacrosse sticks, hardballs, laser pointers, skateboards, hockey sticks, pocket knives, squirt guns, toy guns, toy knives, plastic swords, fireworks of any type, prank toys, water balloons, etc. A complete copy of this policy (JFCJ) is available upon request.

WestBEST

The West Boylston Schools Trust (WestBEST) is a local education fund that has been established to supplement the school budget and to constructively involve parents in school improvement for the benefit of our students. It is a tax-exempt foundation, governed by a board of trustees composed of the Elementary and Middle/High School principals, a PTA representative of each school, one School Committee member, eight parents of students, five teachers, and up to three additional members selected by the trustees and approved by the Superintendent of Schools. The board of trustees will determine needs, establish goals, and pursue action to accomplish those ends. The board will operate with the long-range goal of creating a fund that can have a significant impact on our students. Potential expenditures could include support for: cultural and enrichment programs, after-school programs, athletic activities, summer programs, parent programs, world language classes, the purchase of special equipment or materials, or other needs determined by the board of trustees. Funding sources include support from parents and community members, local businesses, various commissions the school receives, and various government and business grants. Please consider supporting the West Boylston Schools Trust by volunteering to help or by contributing to this endowment. Call (508) 835-4461 or (508) 835-4475 for more information.

APPENDIX

CHILD FIND NOTICE

Special Education Child Find Notice

Under federal and state special education statutes, the West Boylston Public Schools has a duty to locate, identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students (34 CFR 300-451) who reside in the town of West Boylston. For parents or guardians of children ages 3-21 years of age who have or suspect a disability or developmental delay, and would like more information, please contact the Director of Special Education at 508-835-3391.

Parent's Rights Brochure

A special education *Parent's Rights Brochure* is available from the Special Education Office, 508-835-3391. The brochure is also available in a number of different languages at the Massachusetts Department of Education website: www.doe.mass.edu/sped/prb/. The Director of Special Education can assist you in obtaining this publication in an appropriate language upon request.

Section 504 Child Find Notice

Pursuant to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination in publicly funded activities, the West Boylston Public Schools is obligated to identify, refer, evaluate, and, if eligible, provide a free, appropriate public education with reasonable accommodations to students with disabilities in our district. For additional information about the rights of parents of eligible children under Section 504, please contact the West Boylston Public Schools Section 504 Compliance Officer at 508-835-3391.

Additional helpful information:

The Massachusetts Parents Rights Brochure

A Parent's Guide to Special Education

The IEP Process Guide

These can be obtained on the Massachusetts Department of Education website at:

www.doe.mass.edu/sped/ and/or contacting:

The Massachusetts Department of Special Education

Division of Special Education Program Quality Assurance Services

350 Main Street, Malden, MA 02148-5023 (781) 338-3780

CIVIL RIGHTS

WEST BOYLSTON PUBLIC SCHOOLS

Policy AC – NON-DISCRIMINATION AND HARASSMENT

The West Boylston Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The West Boylston Public Schools are also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The West Boylston Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of the District or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, age, homelessness, disability or immigration status.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

LEGAL REFS: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110;
NCLB: Title III, Part A, Sec. 3121(c) (1) (C); Title X, Part C, Secs. 721, 722(g) (4);
Mass. Const. amend. Art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by
Chapter 199 of the Acts of 2011; MLG c. 71, s370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et

First Reading: January 13, 2021

Second Reading and Adoption: February 10, 2021

WEST BOYLSTON PUBLIC SCHOOLS

Policy ACAB – CIVIL RIGHTS GRIEVANCE PROCEDURE

The West Boylston Public Schools ("District") is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this procedure is unlawful and will not be tolerated by the West Boylston Public Schools.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration, subject to applicable procedural requirements.

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

The *Civil Rights Grievance Procedure* shall not apply to reports of sexual harassment as defined under Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") Effective August of 2020.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District's *Title IX Sexual Harassment Grievance Procedures*. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees) and/or M.G.L. c. 151C (students), will also be addressed through the *Title IX Sexual Harassment Grievance Procedures*. [Title IX Sexual Harassment Grievance Procedures attached to this Policy].

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the *Civil Rights Grievance Procedure*.

Definitions

For the purposes of this procedure:

- A. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
- B. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual's participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

- a. Non-Title IX Sexual Harassment

M.G.L. c. 151B, § 1 – the term "sexual harassment" is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

M.G.L. c. 151C, § 1 – the term “sexual harassment” is defined as sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Title VII of the Civil Rights Act of 1964 – Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect or unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment. A hostile environment on the basis of sex is created when the conduct is sufficiently severe or pervasive to alter the conditions of employment.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

- C. Retaliation: retaliatory acts against any individual who exercises his or her rights under the civil rights statutes covered by this procedure or the sexual harassment procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under this procedure and/or the Title IX Sexual Harassment Procedures.
- D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.
- E. Party or Parties: The complainant and/or respondent.

- F. Principal: The principal or Principal's designee.
- G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this procedure.

How to make a complaint

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by a school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third-party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this procedure. In such circumstances, that person is referred to as the "reporter".

- A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to the Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.
- B. Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.
- C. Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including limitations on the ability to take disciplinary action against a Respondent.
- D. Informal Process: If the District concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the

District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

- E. Formal Process: A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absences of a formal complaint, or after a formal complaint has been withdrawn.
- F. Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.
- G. Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.
- H. Timeframes: The District will seek to complete any investigation within twenty (20) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within twenty-five (25) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report of discrimination, harassment or retaliation is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant and Respondent of the extension. A report to the law enforcement to delay the investigation may

require a temporary suspension of an investigation, and the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed.

- I. Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A formal complaint against an employee who hold a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:
 1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigation will be completed within twenty (20) school days of the date of receipt of the complaint.
 6. The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.
 7. Nothing in this Procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the time period described above.
- J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:
 1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
 2. Informing the Complainant and Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines.

The school administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

- L. Appeal: If the Complainant of the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term suspension as a result of a finding of discrimination, harassment or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing (email is sufficient) to the Superintendent or designee, West Boylston Public Schools, 125 Crescent Street, West Boylston, MA 01583. The Superintendent or designee will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.
- M. Identification of Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this procedure is:

Superintendent, West Boylston Public Schools
125 Crescent Street
West Boylston, MA 01583
(508) 835-2917

- N. Employment Agency Information: federal employment discrimination enforcement agencies is as follows: 1) Federal – United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <http://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; 1-617-994-6000; MCAD Website: <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

Legal Ref.: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964;
Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

First Reading – January 13, 2021

Second Reading and Adoption – February 10, 2021

WEST BOYLSTON PUBLIC SCHOOLS

TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURES

OVERVIEW

The West Boylston Public Schools (“District”) are committed to maintaining school environment free of sexual harassment.

Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

The West Boylston Public Schools does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the West Boylston Public Schools.

SCOPE

The Title IX Sexual Harassment Grievance Procedures have been developed in accordance with the revised Title IX regulations, 34 CFR Part 106, effective August 14, 2020, which established a new definition of sexual harassment under Title IX and which mandate specific procedures for responding to and investigating all allegations of sexual harassment under Title IX.

The Title IX Sexual Harassment Grievance Procedures apply only to allegations of sexual harassment under Title IX, which includes harassment based on sex, sexual orientation, and/or gender identity, and is defined in Definitions section below.

The Title IX Sexual Harassment Grievance Procedures apply to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District program or activity is conducted on or off school grounds. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Allegations of conduct that meet the definition of sexual harassment under Title IX will be addressed through the Title IX Sexual Harassment Grievance Procedures. Allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Harassment Grievance Procedures.

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District’s Civil Rights

Grievance Procedures. (See exception under Section II, Part 4, and Step 4 below). The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedures.

The District's Civil Rights Grievance Procedures are available at [insert link to Civil Rights Grievance Procedures].

CONFIDENTIALITY

The District will keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Education Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure.

DEFINITIONS

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. Parents and/or legal guardians of a complainant are not considered a complainant but may file a Formal Complaint on behalf of a minor child and act on behalf of the minor child in any Title IX matter. For the purpose of this procedure the terms "complainant" and "alleged victim" shall have the same meaning.

Formal Complaint: A document or electronic submission filed by a complainant, that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the Formal Complaint, or a document signed by the Title IX coordinator, that:

- 1) Alleges sexual harassment against a respondent; and
- 2) Requests that the District investigate the allegation of sexual harassment.

At the time of filing a Formal Complaint, the complainant must be participating in or attempting to participate in the District's education program or activity with which the Formal Complaint is being filed.

Sexual Harassment: Under Title IX, the term "sexual harassment" includes three (3) types of misconduct based on sex:

- 1) Any instance of quid pro quo harassment by a school employee;
- 2) Unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal education access; or
- 3) Any instance of sexual assault, dating violence, domestic violence, or stalking as defined below.

Sexual Assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system and set out below:

- **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is

incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. In Massachusetts, pursuant to M.G.L. c. 265, § 13B, a child under the age of 14 is incapable of giving consent to indecent touching.

- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In Massachusetts, pursuant to M.G.L. c. 265, § 23, the statutory age of consent is 16 year of age.

For the purposes of the definition of sexual assault, the term “consent” shall be defined in a manner consistent with Massachusetts laws.

Dating Violence: Violence committed by a person who is or has been in a social relationship of romantic intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence: A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against any adult or youth victim who is protected from that person’s acts under domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking: Engaging in a “course of conduct” directed at a specific person that would cause a “reasonable person: to fear for the person’s safety or the safety of others to suffer “substantial emotional distress”.

For the purposes of this definition:

“Course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes,

surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

“Reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim.

“Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Party or Parties: The complainant and/or respondent.

Principal: The Principal or Principal's designee.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Superintendent: The Superintendent or Superintendent's designee.

Supportive Measures: Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive Measures may be offered before or after the filing of a Formal Complaint of where no Formal Complaint has been filed. Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive measures available to complainants and respondents include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual harassment has occurred.

Title IX Coordinator: Employee(s) designated by the District to coordinate its efforts to comply with Title IX.

I. REPORTING SEXUAL HARASSMENT

- A. Who may Report Sexual Harassment: Anyone may report an allegation of sexual harassment.
- B. How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator or the Principal, but any District employee who receives a report of sexual harassment will respond to the report as outlined below.
- C. Internal Reporting: Any District employee who receives a report of sexual harassment shall respond by promptly informing the Principal or Title IX Coordinator of the report. Any District employee who observes sexual harassment of a student should intervene to stop the conduct and shall promptly inform the Principal or Title IX Coordinator of the incident. If a report involves an allegation against the Principal or Title IX Coordinator, the District employee shall instead report the allegation to the Superintendent.

Any Principal who receives a report of sexual harassment shall promptly inform the relevant Title IX Coordinator of the report.

- D. District's Response to Report: The District will respond to all reports of sexual harassment promptly and equitably, and in a manner consistent with this Procedure and any other relevant District procedures and policies. Upon receipt of a report, the Title IX Coordinator shall:
- 1) Promptly and confidentially contact the complainant to discuss the availability of supportive measures;
 - 2) Inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint;
 - 3) Consider the complainant's wishes with respect to supportive measures;
 - 4) If the District does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and
 - 5) Explain to the complainant the process for filing a Title IX Formal Complaint. Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined in Section II.

II. FILING A TITLE IX FORMAL COMPLAINT

Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process,

Outlined below.

- A. Who may file a Title IX Formal Complaint: Although anyone may report sexual harassment, only a complainant or a Title IX Coordinator may file a Title IX Formal Complaint. If a complainant chooses not to file a Formal Complaint, the Complaint's choice to not initiate an investigation will generally be respected, unless the Title IX Coordinator determines that signing a Formal Complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and the District's legal obligations under applicable state and federal laws. Where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a complainant or a party during the grievance process and must comply with the requirement to be free from conflicts or bias.
- B. Processing of a Title IX Formal Complaint: Title IX Formal Complaints will be investigated promptly and equitably by the Title IX Coordinator or designee, as follows:

Step 1: Title IX Formal Complaint is filed:

- 1) A Formal Complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A Formal Complaint will not be dismissed solely because it was not completely filled out or it was filled out incorrectly.

- 2) A Formal Complaint may be filed at any time, including during non-business hours. Formal Complaints submitted outside of normal business hours will be deemed received on the following school working day.
- 3) At the time of the filing of the Formal Complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the school with which the Formal Complaint is filed.
- 4) A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information for the Title IX Coordinator listed in this procedure, and by any additional method designated by the school.
- 5) Consolidation of Formal Complaints: the District may consolidate Formal Complaints where the allegations arise out of the same facts.
- 6) Consideration of the use of the Information Resolution Process with the consent of the parties. See Section II (D).
- 7) Throughout this process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Step 2: Consider Supportive Measures: for both the complainant and the respondent: Once a Formal Complaint is filed, the Title IX Coordinator will ensure that supportive measures are considered for both parties. See Section I (D).

Step 3: Written Notice of Allegations: Upon receipt of a Formal Complaint, the District shall send written notice of the allegations, including the identity of the parties, to both the complainant and the respondent, if their identities are known. The written notice must include: (1) a statement prohibiting knowingly submitting false information; (2) sufficient details known at the time to allow the respondent the opportunity to respond to the allegations; (3) a statement that the respondent is presumed not responsible for the alleged conduct; (4) that a determination regarding responsibility is made at the conclusion of the grievance process; (5) that the parties may have an advisor of their choice, that may be, but is not required to be, an attorney; and (6) that the parties/advisors may inspect and review evidence in accordance with this procedure. If, in the course of the investigation, the District decides to investigate allegations of sexual harassment that are not included in the initial written notice of allegations, the District shall provide notice of the additional allegations to the parties whose identities are known.

Step 4: Consider Whether Dismissal of Formal Complaint Warranted: Some Formal Complaints will be subject to mandatory or discretionary dismissal under Title IX.

- 1) Mandatory Dismissal of Formal Complaint: The Title IX Coordinator shall dismiss a Formal Complaint under Title IX when the conduct alleged:
 - a. even if proved, would not meet the definition of sexual harassment under Title IX;
 - b. did not occur in an education program or activity of the District; or
 - c. did not occur against a person in the United States.
- 2) Discretionary Dismissal of Formal Complaint: The Title IX Coordinator may dismiss a Formal Complaint or allegations therein for purposes of Title IX at any time if:

- a. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the Formal Complaint or allegations;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the District from gathering sufficient evidence to make a determination.
- 3) The Title IX Coordinator must provide the parties with written notice of any dismissal of a Formal Complaint and the reasons for the dismissal.
- 4) Dismissal of a Formal Complaint for purposes of Title IX shall not preclude the District from addressing the allegations under any other relevant District policies or procedure(s), including but not limited to, the Civil Rights Grievance Procedures, the Bullying Prevention and Intervention Plan, the Student Code of Conduct, and/or a collective bargaining contract, nor will it preclude the District from addressing the allegations pursuant to the grievance process set out in Section II of this Procedure. The Title IX Coordinator shall have the discretion to make any such referrals and proceed as appropriate in regard to allegations.

Step 5: Initial Investigation: All Formal Complaints will be investigated by the Title IX Coordinator or other individual designated to serve as the investigator by the Title IX Coordinator. The investigator shall be responsible for seeking and gathering evidence related to the investigation. Any Formal Complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the Formal Complaint resolution process:

- 1) Standard of Proof: The investigator shall make factual findings based on preponderance of the evidence standard.
- 2) The burden for gathering evidence and the burden of proof remains on the District, not on the parties.
- 3) The District shall provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- 4) The District shall not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag" orders).
- 5) Each party may have one (1) advisor of their own selection and at their own expense participate in this grievance process. In the case of a student under the age of 18, this advisor may be in addition to the student's parents/guardians. Any restrictions on the participation of an advisor will be applied equally to each party. The advisory may, but is not required to, be an attorney. Any evidence received by an advisor in this process is subject to confidentiality and may be used only for the purpose of the grievance process. Advisors are prohibited from disseminating or disclosing such evidence outside of the grievance process.
- 6) The District shall send prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.
- 7) Privacy of Medical Treatment and Mental Health Treatment Records: The District may not access or use either the complainant's or the respondent's medical, psychological, or similar treatment records unless the District obtains the party's written consent to do so.
- 8) The investigator may impose reasonable timeframes on all parties as required to facilitate the timely completion of the investigation. The investigator may extend any of the timeframes beyond the time periods identified in this procedure for good cause. If a complaint or report of sexual harassment is received within three (3) weeks of the end of

the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of the school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the unavailability of witnesses while school is not in session. If the investigator extends the investigation, the investigator will notify the parties of the extension and the reasons therefore in writing.

Step 6: Opportunity for Parties to Respond to Evidence: The district must send the parties, and their advisor(s) (if they have one) evidence directly related to the allegation, in electronic format or hard copy. Parties shall be afforded ten (10) calendar days to inspect, review and respond to the evidence. The District shall not require, allow, rely upon, or otherwise use evidence that constitutes information protected from disclosure by a legally recognized privilege, unless it has been waived by the holder of the privilege.

- 1) Prior to providing evidence to the parties, the investigator may redact confidential information that is not directly related to the allegations or that is otherwise barred from use under Title IX or by privilege (e.g., treatment records; the family Educational Rights and Privacy Act and/or 603 CMR 23.00. Information that is directly related to the investigation, and that is not expressly barred from disclosure under Title IX (e.g., treatment records; the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00, must be made available for review by both parties.
- 2) The parties and their advisors shall be prohibited from dissemination of any of the evidence for any purpose not directly related to this grievance procedure.

Step 7: Completion of the Investigative Report: The District must send the parties, and their advisory, an Investigative Report that fairly summarizes relevant evidence but does not reach any conclusions regarding responsibility, in electronic format or hard copy, within twenty-five (25) school days of receipt of the Formal Complaint, unless otherwise extended for good cause. A copy of the Investigative Report will also be sent to the decision-maker.

Step 8: Parties' Opportunity to Respond to Investigative Report: The District shall provide each party ten (10) calendar days for the parties to respond to the investigative report. The Investigative Report will notify the parties of the opportunity to submit to the decision-maker directed questions of the other party and/or any witness within the same ten (10) calendar days. (See Step 9).

Step 9: Directed Written Questions from the Parties: After the Investigative Report has been sent to the parties, but prior to reaching a determination regarding responsibility, the decision-maker shall afford both the complainant and the respondent the opportunity to submit to the decision-maker written, relevant questions of the other party or any witness, provide the party with the other party's and/or witness's written responses to said written questions, and allow for additional, limited follow-up questions from each party in writing. Questions that seek disclosure of information protected under legally recognized privilege, Family Education Rights and Privacy Act, and/or 603 CMR 23.00 shall not be permitted, unless the person holding the privilege has

waived the privilege.

- 1) The complainant shall be protected from answering the questions about the complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove the complainant's consent to the conduct under investigation.
- 2) Upon receipt of the Investigative Report, each party shall have ten (10) calendar days to submit directed relevant questions to the decision-maker in writing.
 - a. All questions must be posed in a respectful manner (e.g., without profanity and without attacking a person's character or motivations.).
 - b. Questions that are not relevant will be excluded, and the decision-maker shall explain to the party posing the question the reason(s) for excluding any questions.
- 3) Upon receipt of the directed questions from the District, each party and witness shall have five (5) calendar days to respond to those questions in writing.¹
- 4) After receipt of the answers by the parties, any follow-up questions by the parties shall be submitted to the decision-maker in writing within three (3) calendar days, and those follow-up questions shall be responded to in writing within three (3) calendar days of receipt.
- 5) Each party will be provided a copy of the other party's or witness's written answers.

Step 10: Determination of Responsibility/Findings of Fact by the Decision-Maker:

- 1) The decision-maker shall issue a written determination regarding responsibility with a description of the procedural steps taken, findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, the range of disciplinary sanctions to which the respondent may be subject, whether remedies will be provided to the complainant, and procedures and bases for appeal. The decision-maker's written determination shall not be completed by the Title IX Coordinator or the investigator.
- 2) Standard of Proof: The decision-maker shall make factual findings based on preponderance of the evidence standard.
- 3) The decision-maker's findings shall be based on an objective review of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
- 4) The decision-maker shall not draw inferences about the determination of responsibility based solely on a party's failure of refusal to answer questions.
- 5) The written determination must be sent simultaneously to both parties.
- 6) This determination shall be sent within twenty (20) school days of the issuance of the investigative report unless an extension is agreed upon by the parties or if the process is otherwise reasonably delayed. Except where the parties have agreed to an extension of the timeline or where the process is otherwise reasonably delayed the written determination shall be issued within sixty (60) school days of receipt of the Formal Complaint.

- B. Remedies: If the decision-maker determines that sexual harassment has occurred, the District administration shall take steps to eliminate the harassing environment, which may include but not be limited to providing remedies to a complainant that are designed to restore or preserve the complainant's equal access to the District's education programs and/or activities. These

¹ The parent or guardian may act on behalf of the party in drafting questions and submitting written answers. In the case of young children, reasonable accommodation based on disability, and/or other good cause, either party and/or any witness may request and have their oral responses reduced to writing by the investigator or Title IX Coordinator.

remedies may be the same individualized services as the supportive measures outlined in Section I (D) above and/or may consist of alternative interventions and/or punitive or disciplinary sanctions that burden the respondent.

- C. Discipline: Persons who engage in sexual harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, expulsion (if applicable under M.G.L. c. 71, § 37H or 37H ½), or other sanctions as determined by the District administration, subject to applicable procedural requirement.
 - 1) The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.
 - 2) The informal process is voluntary, and the alleged victim and/or respondent may terminate or decline any informal process at any time and resume the Formal Complaint grievance process.
 - 3) The informal process shall not exceed thirty (30) calendar days.

Participation in the informal process will stay the timelines of the Formal Complaint process.

- E. Emergency Removal under Title IX: The district may remove a respondent on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and (3) provides the respondent with notice and the opportunity to challenge the decision immediately following the removal.
- F. Anonymous Reports: The District may be on notice of an allegation of sexual harassment through receipt of an anonymous report. In cases of anonymous reports, the District's obligation is to respond in a manner that is not clearly unreasonable in light of the known circumstances. If the anonymous reporter is the complainant and they request confidentiality, the District can and should offer supportive measures to extent consistent with maintaining the request for confidentiality. If an anonymous report is received without a disclosure of the complainant's identity, the District will be unable to provide the complainant supportive measures in response to that report. The District will be unable to provide the complainant supportive measure in response to that report. The District may in conformance with applicable state laws and regulations be required to report sexual harassment identified in an anonymous complaint to state and/or local authorities such as the Massachusetts Department of Children and Families in conformance with state statutes and regulations and/or take actions to protect the safety of the school community (contacting the police, for example) that may result in the identity of the reporting person being disclosed. Although the District shall respond to anonymous reports of sexual harassment in accordance with this Procedure, a Formal Complaint cannot be filed anonymously.
- G. Appeals: The complainant or respondent may appeal from a determination regarding responsibility and/or from the District's dismissal of a Formal Complaint or any allegations therein, only on the following bases:
 - 1) procedural irregularity that affected the outcome of the matter;

- 2) newly discovered evidence that could affect the outcome of the matter; and/or
- 3) Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

An appeal may be made to the Superintendent or designee within five (5) calendar days after receiving the determination of responsibility or dismissal. The Superintendent will decide the appeal no later than thirty (30) calendar days of the date the receipt of the written appeal. In cases in which it has been determined that a respondent student is subject to long-term suspension as a result of a finding of sexual harassment in accordance with this procedure, the respondent may elect to exercise their appeal under the disciplinary due process requirement applicable to the circumstances (e.g., M.G.L. c. 71, § 37H, 37H ½ or 37H ¾) in place of this appellate procedure. Appeals must be made in writing (email is sufficient) to the Superintendent or designee, West Boylston Public Schools, 125 Crescent Street, West Boylston, MA 01583.

The Title IX Formal Complaint grievance process is deemed complete when either the time period for appeal has lapsed or upon the issuance of the Superintendent's decision on a timely filed appeal.

- H. Recordkeeping: Records related to this Procedure will be maintained for a period of seven (7) years.
- I. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: 1) Federal – United States Equal Employment Opportunity Commission (EEOC); John f. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office
Website: <https://www.eeoc.gov/fiedl-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MDAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; 1-617-994-6000; MCAD
Website: <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>
- J. Identification of key personnel involved in Title IX process for reports and/or Formal Complaints of sexual harassment:

- Title IX Coordinator : The Superintendent, Richard A. Meagher, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-2917, Email: richardmeagher@wbschools.com
- Investigator: Superintendent, Richard A. Meagher, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-2917, Email: richardmeagher@wbschools.com
- Decision-maker: Building Principals listed below:

Principal, Major Edwards Elementary School, Alex Audette, 70 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-4461, Email:

alexaudette@wbschools.com

Principal, Middle/High School, Christopher Fournier, 125 Crescent Street, West
Boylston, MA 01583, Phone number (508) 835-4475, Email:
chrisfournier@wbschools.com

- Appeal Officer: Superintendent, Richard A. Meagher, 125 Crescent Street, West
Boylston, MA 01583, Phone number (508) 835-2917, Email:
richardmeagher@wbschools.com
- Informal Resolution Facilitator: Sherri Traina, Director of Special Education, 125
Crescent Street, West Boylston, MA 01583, Phone number (508) 835-3391, Email:
sherritraina@wbschools.com

The District will notify students, employees, applicants for admission or employment, parents and legal guardians of student, and unions of the name, title, office address, email address and telephone number of the Title IX Coordinator. This information will be prominently displayed on the District's website.

Legal Refs: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Act; M.G. L. c. 151B and c. 151C; and M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

First Reading – January 13, 2021

Second Reading and Adoption – February 10, 2021

The West Boylston Public School is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciation of diversity in our schools. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability.

Definitions

Bullying: Any written or verbal expression, or physical acts or gestures, directed at another person(s) to intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to the person's membership in a protected class.

Discrimination: Treating people differently, or interfering with or preventing a person from

enjoying the advantages, privileges or courses of study in a public school because of his/her race, color, national origin, ethnicity, religion, sex, sexual orientation, age, gender identity or disability. A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, staff or others, because of his/her membership in a protected class.

Harassment: Oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment.

Hate Crime: A crime motivated by hatred or bias, or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Disciplinary and Corrective Action

Violation of the District Civil Rights Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action designed to end the conduct, prevent its

reoccurrence, and protect the victim and other individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

Reporting

It is the responsibility of all students and staff to report any perceived civil rights violations to the building principal or his or her designee and/or the District Civil Rights Officer. Upon receipt of a report that a violation has occurred, the District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation.

Investigation

After the school principal or the District Equity Coordinator receives a complaint or report, the District must determine whether to resolve the complaint or report through Formal or Informal Proceedings. The school principal, in consultation with the District Equity Coordinator and/or the Superintendent, may at his/her discretion apply either the Student Code of Conduct or initiate an Informal Proceeding. If the allegation is serious enough that it appears to place the complainant or any other person at physical risk, then the designated official must commence a Formal Proceeding. Specific steps for both Informal and Formal Proceedings are outlined in the District Civil Rights Policy.

Consequences

Appropriate actions may include but are not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of the school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; restitution; awareness training; participation in empathy development, cultural diversity, anti-harassment, anti-bullying or inter-group relations programs; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code.

In determining what is an appropriate response to a finding that harassment in violation of the civil rights policy has occurred the District shall consider:

- ☐ What response is most likely to end any ongoing harassment?
- ☐ Whether a particular response is likely to deter similar future conduct
- ☐ The amount and kind of harm suffered by the victim
- ☐ The identity of the party who engaged in the harassing conduct
- ☐ Whether the harassment was engaged in by school personnel, and if so, the District will also consider how it can best remediate the effects of the harassment.

Discipline for Students with Disabilities

The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal Individuals with Disabilities Education Act of 2004 (IDEA).

Confidentiality

The District will respect the privacy of all subjects in a complaint to the extent possible consistent with its obligations under federal and state confidentiality laws and student record

regulations and its Policy to investigate, report, and take appropriate disciplinary and corrective action.

Reprisal

The submission of a good faith complaint of harassment will not affect the complainant or reporter's future employment, grades, learning or work assignments. The District will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged harassment covered under the Civil Rights Policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Contact:

Alex Audette, Principal
Major Edwards Elementary School
70 Crescent Street
West Boylston, MA 01583-1099
508-835-4461 ext. 2183
alexaudette@wbschool.com

Richard Meagher, Superintendent
West Boylston Public Schools
125 Crescent Street
West Boylston, MA 01583
508-835-2917 ext. 2107
richardmeagher@wbschools.com

Brooke Beverly
Assistant Principal / Team Chairperson
Civil Rights Officer
West Boylston Public Schools
70 Crescent Street
West Boylston, MA 01583-1099
508-835-4461 ext. 20101
brookebeverly@wbschools.com

DIRECTORY OF INFORMATION NOTICE

The West Boylston Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.0 et.seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors, and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of, the school system, without the consent of a parent or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information

as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et.seq. Copies of 603 CMR 23.00 are available from the school upon request at the main office.

Any parent of a student refusing to have any of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September. Personally identifiable information from the student's education records may be released without students or parent consent in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

In the event that a refusal is not filed, it is assumed that neither parent nor eligible student objects to the release of the directory information designated.

DISCIPLINE PROCEDURES OF STUDENTS WITH DISABILITIES

Under both Federal Legislation: IDEA 2004: Section 615(K) and the Rehabilitation Act of 1973, Section 504 in conjunction with state law under M.G.L. c. 71, 37H & 37H ½, a Principal may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability or one claiming disability protection (currently on or being evaluated for an IEP or 504 plan) who, after a disciplinary hearing, has been found to have violated a school code of conduct. A change of placement occurs if the removal is for more than 10 consecutive school days; or the child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, a pattern of similar behavior, and the proximity of the removals to one another.

1. **Authority** – School personnel may seek to remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days to the extent such alternatives are applied to children without disabilities. Only the TEAM with the parent as an equal partner can ultimately decide on where a child is to be placed when disciplinarily removed. The Principal may decide that suspension or expulsion is warranted but cannot unilaterally change the student's placement, except in the case of the 45 school day Interim Alternative Education Setting (IAES) for possession of a controlled substance, possession of a dangerous weapon or where student has inflicted serious bodily injury. (See #6)
2. **Additional Authority** – If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation is determined not to be a manifestation of the child's disability, the disciplinary procedures applicable to children without disabilities may be applied in the same manner and for the same duration.
3. **Services** – A child with a disability who is removed from the child's current placement shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to

progress toward meeting the goals set out in the child's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

4. **Manifestation Determination** – Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, parent, and relevant members of the IEP Team shall review all relevant information in the student's file and any relevant information provided by the parents to determine: if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the district's failure to implement the IEP. If the district, the parent, and relevant Team members determine that either of these is applicable, the conduct shall be determined to be a manifestation of the child's disability.
5. **Behavior was a Manifestation** – If the conduct was a manifestation of the child's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral plan provided that the district had not conducted such assessment prior to the behavior that resulted in a change of placement. If a behavioral intervention plan was in place, the plan must be reviewed and, as necessary, modified to address the behavior; and return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.
6. **Special Circumstances** –As previously stated, the school may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child carries possesses a weapon to or at school, on school premises, or to or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
7. **Notification** – Not later than the date on which the decision to take disciplinary action is made, the district shall notify the parent of that decision, and of all procedural safeguards.
8. **Determination of Setting** – The interim alternative educational setting shall be determined by the IEP Team.
9. **Appeal** – The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination may request a hearing. In making the determination, the hearing officer from the Bureau of Special Education Appeals may order a change in placement of a child with a disability. In such situations, the hearing officer may: return a child to the placement from which the child was removed; or order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer
10. **Placement During Appeals** – The child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period, whichever occurs first, unless the parent and the district agree otherwise; and the district shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

11. **Protections for Children Not Yet Eligible for Special Education and Related Services**

– A child who has not been determined to be eligible for special education and related services who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for if the district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The basis of knowledge of a disability would be that a parent has expressed concern in writing to supervisory or administrative personnel, or a teacher of the child, that the child is in need of special education or related services; the parent has request an evaluation; or the teacher of the child, or other personnel of the district has expressed specific concerns about a pattern of behavior demonstrated by

The child, directly to the Administrator of Special Education. The district shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child was evaluated and it was determined that the child was not a child with a disability.

For more information on the discipline provisions for students with disabilities (including the district's complete policy) parents may contact the Administrator of Special Education

504 REHABILITATION ACT

The West Boylston Public School recognizes the importance of all administrators, teachers and support staff being knowledgeable of all of the information under Section 504 of the Rehabilitation Act of 1973 necessary for implementing accommodations for eligible individuals with disabilities in a public school district.

What the Law Says:

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

1. Overview:

Section 504 is a federal statute that prohibits discrimination based upon a disability. All public and private institutions receiving federal funds are mandated to follow 504 regulations.

Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to learn or work. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under Section 504.

A person may be considered disabled under the definition of Section 504 if the individual:

- a. has a mental or physical impairment which substantially limits one or more of such person's major life activities. Major life activities include functions such as: caring for one's self, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing and working. When a condition does not substantially limit a major life activity, the individual does not qualify for services under Section 504.

- b. has a record of such an impairment; or
- c. is regarded as having such impairment.

Both Section 504 and federal and state special education regulations require notice to the parent or guardian with respect to referral, identification, evaluation, placement and review.

Under Section 504, evaluations are required. An Evaluation draws on information from a variety of sources in the area of concern. Decisions are made by a group knowledgeable about the student, evaluation data, and placement options. A 504 requires written parental notice and consent for evaluations, periodic reevaluations and reevaluation for any significant change in placement.

IDEA and 71B require a full comprehensive evaluation assessing all areas related to the suspected disability. A multidisciplinary team evaluates the student. Consent is required before the evaluation is conducted. Reevaluations are conducted at least every 3 years. A reevaluation is not required before a significant change in placement

The district's Administrator of Special Education and Student Services is the designated 504 Compliance Officer. You may contact the Office of the Administrator at 508 835-3391.

Enforcement:

Section 504 is enforced by the U.S. Office for Civil Rights.

Regional offices are located at:

Office for Civil Rights, Region I
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
Room 222, 01-0061
Boston, MA 02109-4557
(617) 223-9662; TDD (617) 223-9695

Many disputes involving Section 504 may be also resolved through

Massachusetts Department of Education
Bureau of Special Education Appeals
350 Main Street
Malden, MA 02148
(781) 338-6444

GRIEVANCE PROCEDURES

Any student enrolled in the school system has the right to a thorough and careful study and resolution of any complaints and/ or grievances related to his/her rights as defined by local, state, and federal regulations and laws. Please refer to the West Boylston Public Schools Policy JFH (available upon request). Students and/or parents may initiate such grievance procedures with the principal. The principal shall outline grievance procedures for the student or parent when desire to "grieve" a school action is indicated.

SPECIAL EDUCATION SERVICES

Eligibility for Services

The West Boylston public schools offers a continuum of special education programs and services from preschool through high school for students with disabilities who are eligible under state and federal regulations. Before services can be provided, a student must have a team evaluation consisting of comprehensive, multi-source assessments to determine if he/she has a disability as defined by Massachusetts Special Education Law (M.G.L. Chapter 71B, Regulation

603 CMR 28.00) and the Federal Law; Individuals with Disabilities Education Act of 2004 (IDEA 97) (P.L. 108-146, Regulation 34 CFR 300).

Upon completion of the evaluation, the evaluation team must answer the following questions:

1. Does the student have a disability? If so, what type of disability?
2. Is the student making effective progress in school? If not, is the lack of progress a result of the student's disability?
3. Does the student require specially designed instruction in order to make effective progress in school or does the student require related services (examples: counseling, occupational therapy, physical therapy, speech and language therapy, nursing, transportation, etc.) in order to access and make progress in the general curriculum?

The West Boylston Public School continuum of special education programs includes the following:

1. **Inclusion: In-Class Support** – offered to students attending regular education classes. The classroom teacher presents the content material and implements accommodations and / or modifications as prescribed by the student's Individual Educational Plan (IEP). This is done in consultation with a special education teacher/ inclusion specialist and may also include additional support staff within the classroom setting.
2. **Academic Support Classes** – Academic Support classes are presented in individual or small group settings. Course content is based on individual student needs that may include remediation of specific learning challenges, development of organizational and study skills and instructional support for regular curriculum framework academic subjects. Academic Support is offered in a resource room setting and students who are enrolled earn credits and grades which may be modified.
3. **Small Group Instruction** – Students attend a small group academic class presented by Special Education Staff. Course content may parallel the regular education class curriculum or may be created to address specific student need. Reduced size allows for the individualization necessary for success.
4. **Individualized Instruction** – Any student on an IEP may need to receive instruction on an individual basis in any area deemed necessary by the team evaluation. In this service area, the course content and the approach can be tailored to the student's learning profile. The setting would be outside of both regular education and small group instruction.
5. **Self-contained Life Skills Instruction** – Available for students who require individual and small group instruction in functional, environmental academics including independent living skills, community skills, prevocational and vocational training, self-help skills and social problem solving. The curriculum is both in-school and community based and affords students the opportunity to experience a combined functional and inclusionary program, which is creative, developmental and flexible to changing academic and social needs.

Referral for Special Education Evaluation

If a disability is suspected, a referral can be made for an evaluation under special education. Anyone can refer a child for an evaluation. To make the referral it will be necessary to describe the presenting concern (s) and what has already been implemented to address the problem.

The referral will lead to an evaluation that can result in one of three findings:

1. A special education plan (Individual Education Program or IEP) is needed and will be written to address the identified learning challenges. Parents will be actively involved in the development of the IEP as equal members of the Team. The IEP will also include transition services and transition related course work for all students at age fifteen.
2. Accommodations to the general education program are needed instead of a special education plan, and a Section 504 Plan will be written to address the needed modifications.
3. There is no evidence of a need for specialized instruction or a need for any accommodations within the regular education program and the student should access regular education supports.

The West Boylston Public Schools are required to provide the student's parents an opportunity to consult with the Administrator of Special Education or his/her designee (e.g., Program Coordinator, Evaluation Team Liaison) regarding the evaluators who will be used by the district to conduct the assessments comprising the team evaluation, including the initial evaluation to determine eligibility and any subsequent reevaluations. This requirement may be met by meeting with the parent prior to an evaluation or by incorporating information on this consultation opportunity in the notice sent to the parents when the district is requesting permission to conduct an evaluation. The intent of this requirement is to allow the parent to be involved in planning the evaluation conducted by the district, to maximize parental satisfaction with the evaluation procedures and results.

Additional information about Section 504 of the Rehabilitation Act of 1973 is contained in this handbook.

If you have any questions about special education regulations, evaluations and the above program options, please feel free to call the Director of Special Education at 508-835-3391.

Parents may also contact their child's principal or guidance counselor if they believe their child has a special need that necessitates an evaluation.

BULLYING PREVENTION (File: JICFB)

The West Boylston Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- ☐ causes physical or emotional harm to the target or damage to the target's property;
- ☐ places the target in reasonable fear of harm to him/herself, or of damage to his/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.

“Cyber-bullying” means 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in 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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

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

Bullying is prohibited:

- ☐ On school grounds;
- ☐ On property immediately adjacent to school grounds;
- ☐ At school-sponsored or school-related activities;
- ☐ At functions or programs whether on or off school grounds
- ☐ At school bus stops;
- ☐ On school buses or other vehicles owned, leased or used by the school district; or,
- ☐ Through the use of technology or an electronic device owned, leased or used by the West Boylston Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the West Boylston Public School district if the act or acts in question:

- ☐ create a hostile environment at school for the target;
- ☐ infringe on the rights of the target at school; and/or
- ☐ materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and

whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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.

Target Assistance

The West Boylston Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained

Annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the West Boylston Public Schools website.

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary
Education's Model Bullying Prevention and Intervention Plan

CROSS REFS: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

WEST BOYLSTON PUBLIC SCHOOLS

Policy IJNDB - ACCEPTABLE USE OF TECHNOLOGY

Purpose

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

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's technology resources for instructional and administrative purposes.

Access to technology resources, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology resources and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and/or other disciplinary actions consistent with the policies of the West Boylston Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the West Boylston Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the West Boylston Public Schools as well as with law and policy governing copyright.

Monitored Use

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

Liability

The West Boylston Public Schools make no warranties of any kind, neither expressed nor implied, for the technology resources it is providing. The West Boylston Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions or unauthorized costs incurred by users. The district will not be responsible for any damages users suffer, including but not limited to, loss of data from delays, interruptions in service, misstates, or negligence. The West Boylston Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Voted: June 10, 1998

Amended: June 13, 2001

January 13, 2016

February 10, 2021

WEST BOYLSTON PUBLIC SCHOOLS**Regulations to Accompany Policy IJNDB: Acceptable Use of Technology**

The West Boylston Public Schools shall provide its employees and students with access to technology resources, including access to external networks, for educational purposes.

Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature.

The purpose of the technology resources is to assist in preparing students for success in life and work, to increase communication (staff, parent, and student), to enhance productivity, and to assist staff in upgrading existing skills and acquiring new skills.

The technology resources will also be utilized to provide information to the community, governmental agencies, and businesses.

When using WBPS Technology resources, employees and students will, in accordance with the policy below:

1. Use technology resources for educational purposes only.
2. Design and post online projects and material from school resources, as needed.
3. Use social media resources as specified in the student/employee handbooks.
4. Use, install, or download software, if in conformity with laws and licenses, and under the supervision of a teacher, only after approval of the District Technology Coordinator or designee.

All WBPS Technology users will:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Only view and use passwords, data, or networks to which they are authorized.
 - Not distribute private information about others or themselves, unless necessary for educational purposes.
 - Not publish media with identifying names, without appropriate permission(s).
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not damage or circumvent data or networks.
 - Conserve, protect, and share these resources with other students and Internet users.
 - Not use resources such as online games or streaming video for non-educational purposes.
3. Respect and protect the intellectual property of others.
 - Respect copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to a teacher or administration.

Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).

Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

Not send spam, chain letters, or other mass unsolicited mailings.

All WBPS Technology users will:

1. Respect and protect the privacy of others.

Use only assigned accounts.

Only view and use passwords, data, or networks to which they are authorized.

Not distribute private information about others or themselves, unless necessary for educational purposes.

Not publish media with identifying names, without appropriate permission(s).

2. Respect and protect the integrity, availability, and security of all electronic resources.

Observe all network security practices, as posted.

Report security risks or violations to a teacher or network administrator.

Not damage or circumvent data or networks.

Conserve, protect, and share these resources with other students and Internet users.

Not use resources such as online games or streaming video for non-educational purposes.

3. Respect and protect the intellectual property of others.

Respect copyrights (no making illegal copies of music, games, or movies!).

Not plagiarize.

4. Respect and practice the principles of community.

Communicate only in ways that are kind and respectful.

Report threatening or discomfoting materials to a teacher or administration.

Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).

Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

Not send spam, chain letters, or other mass unsolicited mailings.

Not use technology resources for non-school business, advertising, or political lobbying.

Consequences for Violation

Violations of this policy may result in disciplinary action, including the loss of privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The district will cooperate fully with local, state, and federal officials in any investigation concerning or relating to misuse of the district's technology resources. There is no expectation of privacy while using any WBPS technology resource.

Voted: January 13, 1999

Amended: April 28, 1999

June 13, 2001

May 11, 2011

February 10, 2021

Appropriate Use of Technology Agreement

Each year, all users of WBSD technology resources are required to sign an Appropriate Use of Technology Agreement acknowledging that they understand and agree to the terms of this policy.

Revised April 2, 2011

WEST BOYLSTON PUBLIC SCHOOLS

Policy JH - STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC

LEGAL REFS: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

First Reading - February 11, 2015

Second Reading and Adoption - March 11, 2015

Amended: April 13,

2016

January 13, 2021

WEST BOYLSTON PUBLIC SCHOOLS

Policy IHBHE - Remote Learning

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements,

testing, and standards and accountability.

- use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - equitable access to appropriate content for all students;
 - specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
 - Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
 - Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
 - Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)

CROSS REFS: [EBCD](#) - Emergency Closings

[IGA](#) - Curriculum Development

[IGB](#) - Support Services Programs

[IHBEA](#) - English Learner Education

[IJND](#) - Access to Digital Resources

[IJNDB](#) - Empowered Digital Use

[IJNDC](#) - Internet Publication

[IJNDD](#) - Policy on Social Media

[IHBEA](#) - English Language Learners

[JB](#) - Equal Educational Opportunities

[JBB](#) - Educational Equity

SOURCE: MASC - May 2020

First Reading: November 10, 2020

Second Reading and Adoption: December 9, 2020