

Holland Elementary School Student/Family Handbook 2021-22



All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general educational program and the full range of any occupational/vocational education programs offered by the district.

October 2021

Dear Holland Elementary School Community,

It is a great pleasure to present this handbook to you. The Holland Elementary School Student/Family Handbook outlines the policies and procedures that are part of the daily, monthly, and yearly schedule and operation of our school. We hope that you find this resource beneficial and would ask that you keep it in a safe place so that you may refer to it throughout the year.

Please read the entire contents of this document and kindly sign and return the attached sign-off page at the back of the handbook. Also, feel free to add any comments, commendations or concerns to the feedback section of the sign-off page. This book is updated annually and, with your feedback, can be made even better and more useful for you, our partners in education.

Please note, some of the information contained in this handbook may be inaccurate due to COVID-19 precautions, guidelines, and procedures. We have updated a few areas but there may be additional areas that need updating as the year unfolds. Please be sure to read all correspondences from the school to be updated on all new procedures and policies.

We encourage you to contact us if you have any questions or concerns. We look forward to working with you this year to ensure a successful year for all of the children of Holland Elementary School.

Sincerely,

The Staff of Holland Elementary School

Table of Contents

Page 3 . . .	Daily Schedule, PTO
Page 4 . . .	Parent Resources
Page 5 . . .	Staff
Page 7 . . .	Philosophy, Mission
Page 8 . . .	Absence, Dismissal, Attendance
Page 9 . . .	Bicycle Policy, Bus Information
Page 11 . . .	Classroom Visits, Building Use, Curriculum, Holiday Gifts, Homework
Page 12 . . .	Legal Custody, Lost or Found, Open House, Parent Conferences
Page 13 . . .	Sex Education, Parties, Emergency Evacuation
Page 14 . . .	Standardized Testing, Assessments, Progress/ Report Cards, General Education Team, Recess/Playground
Page 15 . . .	Residency Requirements, Rights of Non-Custodial Parents
Page 16 . . .	School Committee/Council, School Dress Guidelines, Security, Snow Days
Page 17 . . .	Wellness Policy
Page 20 . . .	Bullying
Page 29 . . .	TRSD/Union 61 Bullying Prevention & Intervention Incident Reporting Form
Page 32 . . .	Anti-Harassment Policy
Page 36 . . .	Child Abuse & Neglect, Civil Rights Statement, Cumulative Folders
Page 37 . . .	Discipline of Student with Disabilities
Page 39 . . .	Grade Placement, Interventions for at Risk Students
Page 41 . . .	Health Services
Page 43 . . .	Student Discipline Code, Code of Conduct
Page 57 . . .	Student Records
Page 59 . . .	Internet Acceptable Use Policy
Page 64 . . .	Photographs/Newspaper, Pupil Photographs
Page 65 . . .	Appendix A
Page 68 . . .	Appendix B
Page 72 . . .	Appendix C

Daily Schedule

Students should arrive between 8:15 and 8:25 a.m. School begins at 8:25 and dismissal is at 2:45.

Breakfast & Lunch

All students will receive free breakfast and lunch until the end of the 2021-22 school year.

Lunches, including milk, are \$3.00; milk alone is \$.50; snack alone is \$.50. Adult lunches cost \$3.50 or a la carte items may be purchased. Breakfast is \$1.50. All parents should receive an application for free or reduced price meals on the first day of school. Eligibility is determined by both gross income as well as family size. Parents who wish to apply for this option should complete the application form and return it to the school office. Lunch orders should be sent in weekly or monthly.

Parent Teacher Organization

The PTO is the parent-teacher organization for the Holland Elementary School. Membership is open to all family members of all students. Teachers, too, are encouraged to join in any activities. The main goal of the PTO has been to support student learning and activities. Please email the PTO at ptohollandelementary2@gmail.com for additional information.

Parent Resources

Important Telephone Numbers:

Central Office/Superintendent -

Superintendent: 508-347-5977

Assistant Superintendent: 508-347-9704

Business Manager: 508-347-3077

Director of Special Education: 508-347-3560

Associate Superintendent: 508-347-3077

Bookkeeper for Holland: 508-347-9014

Facilities Manager: 508-347-3077

Elementary Schools -

Brimfield Elementary: 413-245-7337

Burgess Elementary: 508-347-7041

Wales Elementary: 413-245-7748

Senior High School: 508-347-9301

Brookfield Elementary: 508-867-8774

Holland Elementary: 413-245-9644

Tantasqua: Junior High School: 508-347-7381

Vocational School: 508-347-3045

School Fax Machines -

Central Office: 508-347-2697

Brookfield: 508-867-0320

Holland: 413-245-4417

Tantasqua: Junior High: 508-347-3994

School Bus Department: 413-245-1476

Brimfield: 413-245-4110

Burgess: 508-347-8237

Wales: 413-245-4422

Senior High: 508-347-1049

Holland Town Offices -

Fire Dept.

EMERGENCY – 911

Non-Emergency 413-245-9733

Police Dept.

EMERGENCY–911

State Police 508-347-3352

Non-Emergency 413-245-0117

Holland Town Hall 413-245 7108

Harrington Hospital 508-765-9771

Holland Staff 2021-22

Teachers

Preschool: Suzanne Duffy

Kindergarten: Alison Arruda, Heather Roux

First: Beth Paradis

Second: Joann Wright

Third: Alex Dickey, Amanda Bessette

Fourth: Sara Cornacchioli, Sheila Iandoli

Fifth: Meghan Looney, Marissa Guerraz

Sixth: Sandra Baker, Ellen Therrien

Special Education

Speech: Elizabeth Venezia

School Counselor/Team Chair: Nicole Kemezis

Special Education Teacher: Kerri Boulmetis, Cyanide Dykstra

Specialists

Art: Sharon Durando

Physical Education: Peter Casine

Music/Instrumental: Kevin Noble

Technology/Librarian: Meghan Frank

Nurse

Ruth Andrews-Bys

Office

Principal's Secretary: Crystal Burt

Building Secretary: Kelly Mott

Paraprofessionals

Katie Burgener

Jennifer Iller

Margaret Lowell

Heather Moran

Sue O'Connor

Donna Pentoney

Stephanie Cooley

Kitchen

District Cafeteria Manager: Kim Harrington

Cafeteria Worker: Lalanthi Paiyagala

Cafeteria Worker: Jane Castonguay

Custodians

Head Custodian: Bruce Stearns

Custodian: Sean Mero

Philosophy

The Holland Elementary School is dedicated to service to both our children and society. The staff is committed to helping children grow to their fullest potential in all areas of human development. The staff desires to develop a balanced, comprehensive program so that the intellectual, social- emotional, and physical needs of our students are met. It is our intention, also, to emphasize that the human worth of each student and staff member must be recognized at all times. Since the behavior of an individual affects others, it is our desire to assist each child to improve his level of self-awareness and to develop sensitivity to, and a respect for, the feelings of others.

While we are aware that schools must, of necessity, address themselves to the needs which are common to all children, it is our intention, also, to provide for the uniqueness of each student. We believe that this is important not only to the welfare of the individual, but to society as well. Thus, we hope to make our school program sufficiently flexible so that the abilities, interests, and personality characteristics of each student are considered by staff when formulating educational programs.

Public education, like other institutions, is dependent upon the existence of a strong, supportive social system. Thus, it is appropriate that the staff do its utmost to produce literate, inquiring, and self-reliant individuals who can perpetuate, strengthen, and improve the social system from which public education derives its sustenance.

Children are the primary reason for the existence of this school. They are the greatest natural resource upon which we rest our hopes for the survival and peaceful unity of our nation and the world. They are deserving of our maximum efforts.

Our concern is to assist each child to develop to his/her fullest potential in the following areas:

- | | |
|---------------------------------------|---|
| * Physical and emotional well-being | * Effective users of knowledge |
| * Basic communication skills | * Capacity and desire for lifelong learning |
| * Citizenship in a democratic society | * Respect for the community of man |
| * Occupational competence | * Understanding of the environment |
| * Individual values and attitudes | * Creative interests and talents |

Mission

Our Mission is to provide a positive learning environment that fosters the educational, social and emotional potential of each individual to help them build the foundation in order to become productive 21st century citizens. To accomplish this mission:

- ✓ Students will be engaged in meaningful learning activities that promote inquiry and higher order thinking.
- ✓ Students will be given the tools to access and utilize technology.
- ✓ Students will be taught skills that will allow them to be self-reliant individuals, good communicators and problem solvers.
- ✓ Staff is committed to establishing a supportive, safe, and nurturing climate.

Absence and Dismissal of Students

Please contact the office at holland@tantasqua.org if your child will be absent, tardy or dismissed from in person or remote learning.

If your child is late or being dismissed, please call the school when you arrive. Staff will pick your child up from class and meet you at the front door, at which point you can sign your child out.

If your child is absent from school, it is your responsibility to call or email (holland@tantasqua.org) the school by 8:30 a.m. to report the absence. Students can not send emails on their own behalf. Please include your child's name, teacher and the reason for his/her absence. If a student is marked absent on the attendance list and the office has not been notified by a parent or guardian, a phone call will be made in order to determine the child's whereabouts, ensuring his or her safety. By working together we can ensure the safety of all of our students. Thank you for calling in your child's absence by 8:30 a.m.

Upon your child's return to school, an absence note is required. This note is kept by the school nurse as written documentation of your child's absence and the reason for the same.

Early Dismissal – Students must have a parent note initialed by the teacher and sent to the office by 9:00 a.m.

Change of Destination After School

Any change to the transportation schedule submitted at the start of the school year must be in writing. We must have official notification from a parent to change the way a student is sent home. If an emergency occurs, you will need to call the office first and then fax (413) 245-4417 or email (Holland@tantasqua.org) the office with the change before 12:00 noon. Any emergency changes that occur after 12:00 must be approved by speaking to Mrs. Dold and then following the emergency change procedure.

Please send a note in the morning if: (a) your child will not be using the standing transportation instructions we have on file; (b) you have made changes to emergency information already on file; (c) you plan to have someone other than yourself or your designee pick your child up from school.

If an emergency arises, please contact the school.

Accidents/Sickness

If a pupil is sick or has an accident of sufficient seriousness to warrant it, the school will get in touch with the parents. It is the responsibility of the parent to take the child home and arrange for medical attention, if needed. The school will administer first aid only. Parents are asked to pick up their children in the Health Office.

The supervising teacher will notify the principal and the nurse immediately in the case of any serious accident or sickness.

Attendance Protocol

For the 2021-22 school year we will be sensitive to how COVID impacts student attendance.

This protocol was designed to encourage full day attendance at school and to minimize classroom disruption. The protocol is not intended to inconvenience anyone, but instead is intended to expose students to a greater

amount of academic content and instruction. Students who miss lessons lose an opportunity to learn. Too many missed opportunities can result in school failure.

All students are expected to attend school between the scheduled hours of 8:25 a.m. and 2:45 p.m., unless they are absent due to illness. Because school attendance is so important, Holland Elementary School discourages families from taking vacations, or attending other such activities, while school is in session. Students who need to miss school due to trips or other activities should first clear these absences by submitting a note written by a parent and addressed to the principal. Absences for reasons other than illness will be considered “unexcused.”

Students who have medical appointments during the day should bring a note, written by a parent, to school prior to the appointment. Upon returning from a medical/dental/counseling appointment a provider note is required to verify that the student did have an appointment with a licensed healthcare provider. Parents are encouraged to make medical appointments during non-school hours. Students who need to leave early, arrive late, or leave during the school day for other than medical reasons will need to bring a note to the principal and receive prior approval for these absences. Again, every effort should be made to have children attend full days of school.

Students will not be dismissed early, except in the case of an emergency, if a note is not received and approved ahead of the dismissal time.

On a regular basis, letters will be sent to parents informing them of their child’s number of days absent and/or tardy, should those numbers become excessive. These letters are designed to heighten parents’ awareness of the importance of regular school attendance and seek their assistance in ensuring their children’s regular full day attendance.

These procedures are based on Massachusetts General Laws, Chapter 76, section 1A and 2,

Bicycle Policy

Written parental permission is required before a student may ride his/her bike to school. Children below fourth grade level may only ride bicycles to school with a parent or guardian present at all times. All bicycles are to be parked in the bicycle rack. The school cannot be responsible for damaged or stolen bikes. Children should lock their bicycles to the rack. All students riding bikes to and from school must wear a helmet. If a student rides a bike to school without a helmet, they will not be permitted to leave the school on the bike.

Bus Information

Students will have an assigned seat.

Students are expected to ride their assigned bus unless a change has been approved by the administration. A list of bus riders, their bus number, a list of walkers and a map of bus routes will be maintained in the principal’s office. For your information, beginning with the 2016-2017 school year, the Holland School Committee approved a policy allowing video cameras to be in use on school buses.

Safety and Behavior Rules for Pupils Riding Buses

The bus operator is in charge of the bus and the passengers. He/she is responsible for the safety of the pupils and for their conduct on the bus. Riding the bus is a privilege that can be denied temporarily or permanently, if a pupil’s behavior warrants it. The operator reports to the bus company all violations of rules, and a pupil may

become ineligible for transportation if his behavior creates a problem on the school bus. It is necessary for students to observe the following rules:

1) Be at the stopping places five minutes prior to the designated pick up time and ready to get into the bus with the least possible delay in order to keep the bus on schedule. 2) Do not stand or play in the roadway while waiting for the bus. 3) Remain at least five feet from the bus when it stops to pick up, and move toward the bus only when the door opens and the driver directs you to do so. 4) After boarding the bus, take a seat as quickly as possible. 5) Ride only the bus to which regularly assigned. 6) Do not bring animals, pets, reptiles, firearms, aerosol sprays or explosives on the bus. 7) Obey the bus operator at all times while under his/her supervision. 8) Maintain an acceptable manner of conduct at all times. (Smoking, vulgarity, and boisterous or other improper conduct will not be permitted.) 9) Remain seated while the bus is in motion. 10) Do not extend arms or head out of the bus windows at any time. 11) Keep the aisles clear of lunch boxes, musical instruments, books etc. 12) Assist the bus driver in keeping the bus clean by not eating or drinking while on the bus. 13) Do not damage or deface any part of the bus. 14) Remain absolutely quiet when approaching a railroad crossing. 15) Do not play the radio on the bus. 16) Do not tamper with the operating mechanism on the emergency door. 17) Do not operate the service door; this is the responsibility of the bus operator. 18) Students loading the bus on a street where the bus passes in both directions are to wait until the bus passes. 19) Students having to cross the road when loading or discharging are to cross in front of the bus, not the rear, upon the driver's signal. All pupils are advised to use extreme caution by looking at traffic both ways before crossing the street.

SAFETY RULES: a) Use the crosswalk areas, when available. b) When walking along the highway, walk on the side of the road facing traffic. c) Remain seated if the bus is delayed on the road. d) Use the emergency door in case of an emergency only. e) Be of assistance to small children. f) Go home promptly after leaving the school bus. g) A pupil will not be allowed to board or leave the bus at any place other than his regular stop without the written consent of the parent and also the principal and/or the Superintendent of Schools.

WARNING TICKET SYSTEM:

a) 1st ticket = warning, 2nd ticket = 3 day suspension, 3rd ticket = 1 week suspension, 4th ticket = indefinite suspension b) If deemed necessary by the superintendent and the bus company, riding privileges may be suspended without using the above system. c) If a ticket is issued in the morning, the students must do the following in order to ride the *bus in the afternoon and the next morning: Have the principal sign the ticket; show the signed ticket to the bus driver in the afternoon and the next morning.* d) If a ticket is issued in the afternoon the student must do the following in order to ride the *bus the next morning and afternoon. Have the parent sign the ticket; show the signed ticket to the bus driver in the morning; have principal sign ticket; return ticket to bus driver that afternoon.* e) *If the ticket has not been signed as in the above procedure, the student will not be allowed to ride the bus.* f) If a student refuses a ticket the bus driver will return the ticket to the bus company and the student will be indefinitely suspended. g) If a student rips up, loses, or in any way destroys a ticket issued to him/her, he/she must report to the bus company for a new one before being allowed to ride the bus again. **CELL PHONES** Students attending Holland Elementary School are permitted to bring cellular telephones to school for safety reasons (walking to and from the bus) but use of any such device during the school day is strictly prohibited. All cellular telephones must be turned off during the school day and stored in the child's backpack. Please be advised that any cellular telephones that are visible or sounds during the school

day will be confiscated and must be claimed by a parent. Holland Elementary School assumes no liability for lost or stolen items. Bringing cellular telephones to school is done so at your own risk.

Classroom Visits

Due to the restrictions around COVID, visitors are allowed in the building by invitation or when business can not be conducted remotely.

The Holland Elementary School is open to visitors. We ask that all visitors call ahead to arrange details of their visit. All visits will first be cleared with principal and teachers before arrangements are made.

Community Use of Building

Due to the restrictions around COVID there is limited community use of the building.

The physical facilities of the Holland Elementary School are available for use by the general public when they are not being utilized for the basic school program.

Since allocation of space is usually on a first come, first served basis, organizations are advised to submit their space requests early in the school year. Groups, who want to use the building when a custodian is not on duty, will need to pay a custodial fee. All non-school/town groups must provide proof of insurance before any requests can be finalized. It is our hope that the Holland Elementary School will be utilized extensively by organized groups and will serve as a true community school.

Curriculum

The Holland Elementary School curriculum is based on the Massachusetts Curriculum Frameworks. You may access those at www.doe.mass.edu/frameworks/current.html.

Holiday Gifts

The custom of gifts for teachers sometimes creates an unnecessary financial burden for families. In addition, with the large support staff we have, the practice becomes more complicated. We encourage students and/or parents to instead write a note of appreciation to staff, should they choose to do so.

Homework

Homework is an extension of classroom work. As a result, it is an important and valuable educational tool. For example, homework can: a.) strengthen learning by reinforcement through drill and practice discovery b.) develop work habits and self-discipline c.) provide an opportunity for remedial help or enrichment d.) and keep parents informed of what their child is working on in school.

Homework is an extension of class work and any procedure pertaining to its administration must, by necessity, be a flexible guide rather than a rigid set of rules. Therefore, deviation from the written procedure can be expected as dictated by class work, individual differences, and special needs.

The times listed below are an approximation of what we would expect the “average” student to spend on an assignment. Some children will obviously spend more or less time depending upon ability, work habits, distractions, etc. Also, students in the same class may be given different assignments in relation to their ability.

Grades 1 and 2: up to 20 minutes

Grade 3: 30 minutes

Grade 4: 40 minutes

Grade 5: 50 minutes

Grade 6: 60 minutes

All homework assignments will be collected and evaluated in some way. A student will be expected to complete any missed assignments as homework in the event of absence. Teachers will determine the assignments to be completed. Teachers and parents will determine an acceptable length of time for the assignments to be completed. If an arrangement cannot be agreed upon, the teacher(s) and/or parent will consult the principal.

Legal Custody

Unless we are notified otherwise, both parents of a child have equal privileges. If one parent has legal restrictions placed on him/her, we must have a copy of the court order.

Lost or Found

The use of labels on such articles as boots, raincoats, sweaters, etc. can prevent the loss of many articles. We maintain a lost and found box in the gym for unclaimed materials that come to our attention or you may check in at the main office for smaller items.

Open House

HES will have a virtual Open House.

Open House Parents will have an opportunity to meet members of the staff and to obtain information relating to instructional programs, schedules, and special events that may be taking place during the course of the school year. Parents will be notified in advance of when the Open House will be held.

Parent Conferences

Parent/Teacher conferences may be held remotely.

Two parent conference periods are held each year. Notices are sent home to inform parents of the dates of the conferences. Generally, conferences are held in November and February/March. Parents must sign up for a conference with the teacher through Sign Up Genius or call the office. Conferences last for 10 minutes. If a parent has a concern regarding their student, they should contact the teacher or staff member directly to arrange a time to meet. In the event that an issue is not resolved, the parent may contact the principal to express their concerns regarding the student and seek resolution with the staff member.

Parental Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Holland School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves

human sexual education or human sexuality issues.

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

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

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

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

Parties

In order to fulfill our basic academic function, it is necessary to retain as much as possible for the academic portion of our program. Therefore, classroom parties will be limited to three per year.

Emergency Evacuation Procedures

Four times each school year, students and staff practice exiting the building should the need to rapidly egress from the school occur. Additionally, students and staff practice lock down procedures as well. The bus drivers also practice evacuations twice during a school year.

Standardized Testing

State required Assessments are given to students in grade 3-6 as scheduled. All students are assessed in English Language Arts and Mathematics standards according to the Massachusetts Curriculum Frameworks. Grade 5

students are also assessed in Science and Technology. Student performance is reported the following fall.

Assessments

During the school year, Holland Elementary School students are given assessments in all subject areas. These assessments are common to all Union 61 students. The information from these assessments is used to monitor student learning and evaluate teaching strategies.

Progress Reports

Progress reports are given to students at the mid-point of each trimester. Reports are given to students who are in danger of failing a particular subject for that quarter. If your child receives a progress note indicating the potential for failure, you are encouraged to contact your child's teacher to schedule a meeting to discuss strategies for improvement.

Report Cards

Report cards are sent home 3 times per year. Grades close one week before report cards are sent home.

General Education Team (GET)

The G.E.T. is comprised of the Intermediate Special Education teacher, Primary Resource teacher, Speech Therapist, School Psychologist, Nurse, Title I, and School Principal. They meet on a regular basis to discuss the educational needs of children referred to them by classroom teachers. If you have a concern about your child, contact his/her teacher, and they will arrange to have your child's name placed on the schedule.

Recess/Playground

For the 2021-22 School Year there is a scheduled 30 minute recess. Safety and Sanitation protocols will be followed.

There is a scheduled 20 minute recess for grades K-6. All recesses will take place on the playground. Extra extended recesses are not permitted without the permission of the principal.

When using the blacktop area in front of the school for recess, running is not permitted. Children may play catch, but not kick ball because of the potential for damage to an automobile.

Residency Requirements

In order for your child to attend the school, the parent must furnish two proofs of residency, one from each category is required.

Category A:

1. Current paid residential real estate tax bill (for the home in which you are residing.
2. Purchase and Sale Agreement
3. Rental or Lease Agreement

Category B:

1. Utility bill under parent/guardian name
2. Voter registration
3. Valid driver's license

Please note: A school selected on the basis of a best interest determination must immediately enroll a homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization, and other required health records, proof of residency, proof of guardianship, birth certificates or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees.

Rights of Non-Custodial Parents

If notified of a pending or actual divorce or separation between parents of a student, the following policy and procedures shall apply:

A natural parent, who is separated or divorced from the parent with legal custody of their child, shall have the same rights as custodial parents in the following areas, unless these rights have been limited by court action:

- a. Access to their child's records;
- b. Visitation to observe their child, in accordance with the school's visitation policy;
- c. Conference with teacher to discuss their child's educational progress

Custodial parents who wish to limit the above rights must provide the school with a copy of the relevant court document.

To save children, parents and the school from embarrassment, the following areas should be clarified and agreed to by both parties, and if not clarified by a legal document, should be spelled out in writing by the custodial parent:

- a. Opportunity for the non-custodial parent to observe child in school;
- b. Opportunity for the non-custodial parent to take a child away from school.

Lacking specific instructions in writing from the custodial parent or a court document on these matters, the school principal will assume non-custodial parents do not have these opportunities.

Prior to the awarding of legal custody by the court, the schools will assume that both parents retain equal legal rights in all the above areas, unless a legal temporary restraining order is presented to the school.

PLEASE NOTE: This guideline was developed in consultation with the Legal Office of the Massachusetts Department of Education.

School Committee

The Holland School Committee regularly meets on the second Thursday of the month at 6:30 p.m. Anyone is welcome to attend these meetings.

School-Community Council

The Holland School Council is composed of the Principal, who serves as the chairperson, three teachers, three parents of children attending Holland Elementary School, and one person who is a Holland resident but not a parent of a child attending school. These meetings are open; contact the school office for a schedule of when they will be held.

School Dress Guidelines

Students are expected to display an appropriate appearance when attending school or school related events. Student's clothing should not disrupt, distract, or interrupt the school's educational process. The administration and faculty have developed guidelines for student attire at school.

While in school, students will wear clothing that meets the following standards:

- 1.) No bare backs. 2.) No spaghetti straps, tube tops or strapless shirts. 3.) No low cut shirts or blouses. 4.) No bare midriffs. All shirts must be long enough to be worn tucked in. 5.) No bare feet or unsafe footwear.
- 6.) No clothing that uses see-through material unless worn with other appropriate attire. 7.) No clothing that displays words or graphics that is obscene and vulgar, violent, sexist, racist, and/or promotes the use of illegal drugs, alcohol, or tobacco. 8.) No droopy pants or clothing that reveals undergarments. 9.) The length of shorts or skirts must be longer than the tip of the student's fingers when his/her extended arm is by his/her side.

The administration reserves the right to determine what is or is not appropriate, and will determine appropriate consequences for non-compliance. The administration may waive restriction in cases involving extenuating medical circumstances.

Security

Several years ago, a door lock and monitoring system was installed on the front door. In order to enter the building, you must "ring the doorbell" to be allowed in to school. Upon entering the building, visitors must sign in and wear a visitor badge while they are in the building. When leaving, you must sign out and return the badge to the office. Thank you for your compliance with this important safety feature.

Snow Days

During the snow season it is possible that school may be cancelled if, in the opinion of the Superintendent and Town officials, conditions are hazardous. Announcement of school cancellation is made over Stations WESO, 970; WTAG, 580; WARE, 1040; WTIC, 1050, beginning about 6:30 a.m. Please listen to these stations on mornings in which it seems that school may be cancelled.

A Connect-Ed message may be sent to all families. However, please continue to use other sources of media in the event that Connect-Ed is not able to be used.

Wellness Policy

The Holland Elementary School promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment for students, staff and citizens. Every school shall

provide a safe and healthy environment that nurtures wellness, learning, achievement, and growth of character. Students shall be taught the essential knowledge and skills they need to make safe and health-enhancing choices. Specific actions will be taken into account regarding the health needs and well-being of all children without discrimination or isolation of any child. The school and community will collaborate to fulfill the goals of this Wellness Policy. Improved health optimizes student performance potential and ensures that no child is left behind.

Vision Statement

All students of Holland Elementary School will be encouraged to take responsibility for their own health and adopt health enhancing attitudes and behaviors.

Mission Statement

Tantasqua Regional & Union 61 School District is comprised of one regional high school (grades 9-12), one regional junior high school (grades 7-8) and five elementary schools (Brimfield, Brookfield, Holland, Sturbridge and Wales). All schools in the district will practice the Massachusetts Coordinated School Health Education Program model which consists of nine interactive components that require the involvement of school, community and parents to create a healthy environment for young people. The nine components of CSHP are: Health Education, Physical Education, Health Services, Food and Nutrition Services, Counseling, Psychological and Social Services, Healthy School Environment, Health Promotion for Staff, Parent/Community Involvement and Family and Consumer Science Education. This model promotes educational opportunities and physical and psychosocial services so that students may acquire the knowledge and skills necessary to make safe and healthy choices that enable them to become responsible, successful and productive adults.

Nutrition Education

1.) All students will receive positive nutritional education that is interactive and teaches the skills needed to practice healthy eating behaviors within the schools and community. 2.) Students will receive consistent nutrition messages throughout school, classrooms, and cafeterias. 3.) Nutrition Education will be provided through classroom instruction, handouts, newsletters, websites, and other multimedia sources. 4.) Nutrition Education is integrated across the curriculum throughout the school day.

Physical Activities

1.) Students and community members are encouraged to use the schools facilities outside of the school day for physical activity programs that support physical wellness. 2.) The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not physically able. 3.) Grades K-6 will have a daily recess period. 4.) State certified Physical Education instructors will teach all physical education classes. 5.) Physical Education includes the instruction of individual activities as well as competitive and noncompetitive team sports to encourage lifelong physical activity. 6.) Physical Education will provide the environment where students learn and practice a variety of skills. 7.) Physical Education classes will strive to have student/teacher ratio similar to other classes. 8.) Physical activity facilities on school grounds will be safe and appropriate.

Guidelines for Food and Beverages

1.) Healthy school meals will provide energy and nutrients for proper growth and learning. Schools will provide lunches and/or breakfasts that meet the standards developed by the USDA. 2.) School dining areas will be periodically reviewed by the building principal to ensure that the physical structure is in good repair, seating is

not overcrowded, noise is maintained at a healthy level and rules for safe behavior are consistently and appropriately supervised. 3.) Schools will promote hand washing or hand sanitizing practices before meals. 4.) Students are encouraged to start every day with a nutritious breakfast. 5.) Classroom snacks should feature nutritious foods. 6.) Schools will ensure that students have access to nutritious foods and beverages throughout the school year. 7.) Vending machines: All foods/beverages should comply with the current USDA Dietary Guidelines for Americans. 8.) All foods/beverages included in the following venues should comply with the current USDA Dietary Guidelines for Americans for a la carte items, beverage contracts, school parties/celebrations

Other School-Based Activities that Promote Student Wellness:

1.) All food and beverages available after school hours should strive to comply with the current USDA Dietary Guidelines for Americans.- Fundraisers - School stores - Concession stands 2.) In addition to the physical education program, the school environment offers areas to further engage students in activities that promote health. Some such ideas include walking clubs during and after school hours, intramural sports and activities to involve the community and parents in the overall pursuit of healthier students. 3.) The district will promote parent and community support through multimedia including the school's website (availability of playgrounds, pool, tracks for walking beyond school hours) and school newsletters.

Methods for Evaluating Success:

1.) The Tantasqua Regional & Union 61 School District Wellness Committee will design and implement a Pre & Post Assessment based on the Wellness Policy interventions. 2.) The Wellness Committee will meet annually to make recommendations to develop and implement continued efforts to move toward a healthier community. 3.) Assessments will be evaluated every three years to help review policy compliance, assess programs and determine areas in need of improvement.

Healthy Celebration Protocol

In support of state initiative and the district wide Wellness policy and in support of healthy living choices, HES has adopted a Healthy Celebrations Protocol. Student Birthdays will continue to be recognized by the classroom teacher but will not be celebrated with food items. Parents should not send any items in to share with classmates. Holidays will continue to be celebrated with healthy food items as designated by the classroom teacher. Classroom activities involving food items will continue as they relate to the curriculum.

POLICIES AND PROCEDURES

Accidents/Sickness If a pupil is sick or has an accident of sufficient seriousness to warrant it, the school will get in touch with the parents. It is the responsibility of the parent to take the child home and arrange for medical attention, if needed. The school will administer first aid only. Parents are asked to pick up their children in the Health Office.

The supervising teacher will notify the principal and the nurse immediately in the case of any serious accident or sickness.

Accident Insurance

School accident insurance is offered. Information is sent home in the fall.

Tantasqua Regional and Union 61 School Districts
Including the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales
Bullying Prevention and Intervention Plan
TANTASQUA REGIONAL SCHOOL DISTRICT (0770)

I. INTRODUCTION

Tantasqua Regional/Union 61 School Districts are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of Tantasqua Regional/Union 61's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

Tantasqua Regional and Union 61 School Districts are committed to providing programs that promote students' academic, civic, social, emotional, and physical development.

To accomplish this mission, our schools will:

- Build communities of learners in which respect is fostered for each other, the school, and the community.
- Prepare students for their roles in society by ensuring that they can communicate effectively in all the disciplines, think critically, and solve problems.
- Promote responsible participation in a democracy.

II. LEADERSHIP

Leadership at all levels of the Tantasqua/Union 61 School Districts played a critical role in developing and implementing the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climates. Leaders have a primary role in teaching students to be civil to one another and in promoting understanding of and respect for diversity and difference. Leadership includes Central Office Administrators and Building Based Leadership Teams. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the role of leaders to involve representatives from the greater school and local community in developing and implementing the Plan. The locally based School Improvement Councils will review the plan and provide feedback from parent and community perspectives.

Plan Development: The following plan was developed by educators and other members of the Tantasqua Regional and Union 61 School District communities. Data on current pro-social programs, bullying prevention initiatives, school wide climate goals, and school based parent and student feedback was reviewed and incorporated into the plan. A review of student data related to bullying was also conducted. Where there were identified needs, the Principals in each building were responsible for creating action steps to address the needs. With the support of all members of the Leadership Team, each school has received access to needed materials, training, and ongoing support that will allow them to maintain a positive and safe school climate. The draft plan was posted on the District website and all members of the school and greater community were encouraged to give feedback on the plan.

Priority Statements:

- The Tantasqua Regional/Union 61 Districts expect that all members of the school community will treat

each other in a civil manner and with respect for differences.

- The Tantasqua Regional/Union 61 Districts are committed to providing all individuals with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that members of certain student groups, including; race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived differentiating characteristics; or by associating with a person who has or is perceived to have one or more of the characteristics. The Tantasqua Regional/Union 61 Districts will take steps to create a safe environment for vulnerable populations in the school community, and provide these students with the skills and knowledge to prevent or respond to bullying, harassment, or teasing.
- Affords all students the same protection regardless of their status under the law.
- We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our activities, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and creates a foundation for working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal in each building is responsible for the implementation and oversight of the Plan.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan Annual training for all school staff and bus drivers on the Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the types of bullying prevention curricula to be offered at all grades throughout the Tantasqua Regional/Union 61 School Districts. Staff or bus drivers hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development The goal of professional development is to create a common understanding of tools necessary to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members and bus drivers to prevent, identify, and respond to bullying. Professional development will occur at least every two years, or more frequently as determined by the Principal or designee. As required by M.G.L. c. 71, §37O, the content of district-wide professional development will include information on: (i) developmentally (or age-) appropriate strategies to prevent bullying;

- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and

(vi) internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEPs. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the schools or district for professional development may include:

- using respectful language;
- understanding and respecting diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- creating a safe and caring classroom for all students.

C. Written notice to staff: The Tantasqua Regional/Union 61 School Districts will provide all staff and bus drivers with annual written notice of the Plan by publishing information about the Plan, including sections of it related to staff duties, in the school or district employee handbook and the code of conduct.

IV. DEFINITIONS

Aggressor is a student or member of the staff who engages in bullying, cyberbullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or member of the staff 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 himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, as defined in M.G.L. c. 71, § 37O, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyberbullying also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in the definition of bullying; and
- iii. 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 listed in the definition of bullying.

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

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

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

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

V. ACCESS TO RESOURCES AND SERVICES

A key component to creating a positive school climate, free of bullying and respectful of all members of the school community is to identify and support the needs of targets, aggressors, and families. The Tantasqua Regional & Union 61 District staff and bus drivers will access all available resources.

A. Some available in District resources include:

- School Counselors
- School Staff and Administrators
- School Nurses
- School Psychologists
- Special Education Team Chair people
- Peer groups
- Mentoring programs
- After school activities

B. Some out of district resources include:

- Clinical health care agencies
- Counseling Agencies
- Local Police Department
- Worcester County District Attorney's Office
- Massachusetts Attorney General's Office
- Department of Children Services
- Crisis hotlines
- Medical Facilities

C. Students with disabilities When the IEP Team determines the student has a disability that affects social skills development or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches Bullying prevention curriculum will be based on current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance (tools for “bystanders”);
- helping students understand the dynamics of bullying, including the underlying power imbalance;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and

- engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

In 2010 the Tantasqua and Union 61 School Districts use a number of pro social and bullying prevention curriculums. Some of these are commercial products and some have been developed by local staff. These commercially produced curriculums include: *Responsive Classroom*, *Lesson One-The ABC's of Life*, *Path's Curriculum*, and *Caring School Community*. After review of evidence based curricula, we have selected The Michigan Model for use in our schools.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

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

- setting clear expectations of students and established school and classroom routines;
- creating safe school and classroom environments, including for students with disabilities lesbian, gay, bisexual, transgender students, and homeless students;
- using predictable and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to nurture positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem solving, resilience, team work, and positive behavioral supports that aid in social and emotional development;
- using the internet safely; and
- supporting students' participation in non-academic and extra-curricular activities, particularly in their areas of strength.

D. Student Survey: The district will administer a student survey every four years to assess "school climate and the prevalence, nature and severity of bullying in schools", so the district may assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute.

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

A. Reporting bullying or retaliation Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Tantasqua Regional & Union 61 staff members are required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The Tantasqua Regional & Union 61 School Districts will make a variety of reporting resources available to the school community including an online Incident Reporting Form,¹ a school generated form, and the ability to contact the school or Superintendent's office via email or phone. Forms may be hand delivered to a school or central office or may be mailed to the appropriate location. An email concern may also be sent to the School Principal or to the Superintendent's office. Reporting may also be done personally by phone, during school hours, or by leaving a message on a school or central office voice mailbox. Reports made by students, parents or guardians, or other non-school staff individuals may be made anonymously. Anonymous reports will be looked into by the receiving school, but no discipline action will be taken solely based on an anonymous report. The same reporting procedures (mailing, emailing or calling about an incident) may be used for an anonymous report.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, counselors' office, and other locations determined by the Principal or designee; and 3) post it on the website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians. The school or district will provide the school community, including administrators, staff, bus drivers, students, and parents or guardians, with notice of its policies for reporting acts of bullying and retaliation at the beginning of each school year in writing. A description of reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

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

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, or others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

¹ See Appendix A District Incident Reporting Form.

B. Responding to a report of bullying or retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining the target's seat in the classroom, at lunch, or on the bus; and identifying a staff member who will act as a "safe person" for the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- Notice to parents or guardians Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603

CMR 49.00.

- Notice to Another School or District If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- Notice to Law Enforcement At any point after receiving of a report of bullying or retaliation, or during or after an investigation, if the Principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that the incident may involve criminal conduct.

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

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. As part of each interview, the Principal or designee will inform the alleged target and the alleged aggressor of the investigation process that will be followed, and of the possible determinations he/she may make after investigation. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

D. Determinations The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what disciplinary action should be taken against the aggressor.

In making this determination, the Principal or designee will consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior, and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken, unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching appropriate behavior through skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- holding conferences with parents and guardians to engage parental support and to reinforce the anti-bullying curriculum and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills;
- making a referral for evaluation

2. Taking disciplinary action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the school's code of conduct . (Appendix B)

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance students' sense of safety. One strategy that the Principal or designee may use is to increase adult supervision at transition times, and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

VIII. COLLABORATION WITH FAMILIES

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

B. Notification requirements: Each year the district or school will inform parents or guardians of enrolled students about the anti-bullying curriculum that is being used by the district or school. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school or district internet safety policy. All notices and information made available to parents or guardians will be in written and electronic form, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

C. Dispute Process: The district shall inform Parents and/or Guardians of the right to access the Departments' Problem Resolution System and the process of seeking assistance or filing a claim through the Problem Resolution System.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school District or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school District or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

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

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

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

☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

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

5. If staff member, state your School or Work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (be as specific as possible): _____

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

Name: _____ Student • Staff • Other _____

Name: _____ Student • Staff • Other _____

Name: _____ Student • Staff • Other _____

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

TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Page 2

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____

Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator: _____ Position: _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously?

☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION

☐ Yes ☐ No

Summary of Investigation: _____

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES ☐ NO

☐ Bullying ☐ Incident documented as _____

☐ Retaliation ☐ Discipline referral only _____

2. Contacts:

- | | |
|--|-------------|
| <input type="checkbox"/> Target's parent/guardian | Date: _____ |
| <input type="checkbox"/> Aggressor's parent/guardian | Date: _____ |
| <input type="checkbox"/> District Equity Coordinator (DEC) | Date: _____ |
| <input type="checkbox"/> Law Enforcement | Date: _____ |

3. Action Taken:

- | | | | |
|---|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Detention | <input type="checkbox"/> STEP referral | <input type="checkbox"/> Suspension |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Education | <input type="checkbox"/> Other _____ | |

4. Describe Safety Planning: _____

Follow up with Target: scheduled for _____ Initial and date when completed: _____

Follow up with Aggressor: scheduled for _____ Initial and date when completed: _____

Date Report forwarded to Principal: _____ Date Report forwarded to Superintendent: _____
(If Principal was not the investigator)

Signature and Title: _____ Date: _____

Anti-Harassment Policy

Tantasqua & Union 61 Anti-Harassment Policy

STATEMENT OF POLICY:

It is the policy of the Tantasqua Regional School and Union 61 School Districts to provide an environment free from unlawful harassment because of an individual's race, color, religion (creed), national origin, ethnicity, marital status, sex, sexual orientation, gender identity, homeless status, or disability.

Tantasqua Regional and Union 61 School Districts are committed to courteous and considerate treatment of their employees and students at all times as an accepted standard of behavior. Consequently, Tantasqua Regional and School Union 61 School Districts are committed to an atmosphere that is free of tension caused by demeaning or harassing conduct, including animosity engendered by inappropriate religious, racial, or sexual conduct or comments.

Tantasqua Regional and Union 61 School Districts prohibit harassment by any of its employees, officers, agents or students and have set forth a process by which allegations of harassment may be filed, investigated and resolved.

PURPOSE: To provide a guideline for recognizing, reporting, and resolving complaints of harassment. Supervisors and managers should gain a more complete understanding of what constitutes harassment in the workplace, how to prevent it or recognize it when it happens, and how it should be handled if a complaint is brought to their attention.

DEFINITIONS: Unlawful Harassment Unwelcome behavior of a verbal, written, or physical nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating, and offensive work or educational environment. Harassment is a form of discrimination.

The types of harassment defined below consist of verbal, written or physical contact that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

Sexual Harassment

A. Unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature constitutes sexual harassment when: 1.) submission of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational status; 2.) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals; 3.) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

B. Sexual harassment may take many forms, including, but not limited to: 1.) Verbal harassment or abuse; 2.) Subtle pressure or requests for sexual activity; 3.) Assault, inappropriate touching; intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive nature or derogatory nature; 4.) continuing to express sexual interests after being informed that the interest is unwelcome; 5.) leering or voyeurism; 6.) displaying lewd or sexually explicit photographs or materials.

Racial and Color Harassment Racial or color harassment can include unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's race or color, such as nicknames, emphasizing stereotypes, racial slurs, comments on manner or speaking, and negative references to racial customs.

Religious (Creed) Harassment Harassment on the basis of religion or creed is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs or graffiti.

National Origin Harassment Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Marital Status Harassment Harassment on the basis of marital status is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation, Gender Identity Harassment Harassment on the basis of sexual orientation, gender identity is unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation, such as negative name calling and imitating mannerisms.

Disability Harassment Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

REPORTING RESPONSIBILITY: Harassment of any kind is specifically prohibited by Tantasqua Regional School District and Union 61's policies. It is the obligation of each person to report any conduct which violates the standards of Tantasqua Regional and Union 61 School Districts—whether or not the person is a victim, whether the perpetrator is a supervisor, staff member, business invitee, volunteer or student and regardless of the sex of the perpetrator.

This policy applies equally to all individuals working at the Tantasqua Regional or Union 61 School Districts and enrolled in programs offered by the Tantasqua Regional or Union 61 School Districts, male or female. This policy applies to all relationships including but not limited to superior/subordinate relationships, peer relationships, relationships between non-staff members and staff members, and student/teacher relationships. All staff members, managers, supervisors and students are responsible for ensuring that their behavior is free of any form of harassment. No individual working at Tantasqua Regional or Union 61 School Districts or enrolled in a program offered by the Tantasqua Regional or Union 61 School Districts should engage in or encourage harassing behavior

PROCEDURE: The following options are available to an employee or student who has been the victim of harassment of any kind:

A. If the employee or student does not wish to communicate directly with the person or if communication has not brought results, the employee or student may report the offense verbally or in writing to the principal, assistant principal, Chapter 622 Coordinator or superintendent as listed below. Students who wish to submit a report in writing may use the Formal Harassment Complaint Form outlined below. The supervisor to whom the incident of harassment has been reported must immediately contact the principal, superintendent or his/her designee. The principal, superintendent or his/her designee will arrange for prompt and thorough investigation

of all reports and take appropriate steps if an investigation indicates that an employee, officer, agent or student has engaged in a violation of this policy. Each investigation will be properly documented. The investigation will be completed as soon as practicable, but no later than ten (10) school days from the complaint. Retaliation or threats of retaliation upon the alleged victim are unlawful and will not be tolerated.

B. Employees not satisfied with the action taken may follow the school's grievance procedure as outlined in their respective contract or contact the state or federal agencies listed below.

C. Students not satisfied with the action taken may follow the school's complaint procedure for students or contact the state or federal agencies listed below.

D. If the employer or student can comfortably do so, the employee or student may inform the person engaging in the harassment that the conduct is offensive and that it must be stopped.

PROTECTION FOR THE VICTIM: The initiation of a complaint in good faith will not have any detrimental effect on the individual's employment, compensation, work assignment, school assignment, or educational status.

CONFIDENTIALITY: Any investigation into allegations of harassment must be conducted in as confidential a manner as possible. Only those individuals with a need to know should be informed of a complaint. Witnesses identified by the employee or student should be interviewed individually in circumstances that will encourage candid comments. The employee or student should be aware that Tantasqua Regional and Union 61 School Districts are obligated to investigate each and every report of harassment and will do their best to maintain total confidentiality as long as possible.

RETALIATION: It is a separate and distinct violation of this policy for any member of the school community including but not limited to students, school employees, contractors, volunteers and other visitors; to retaliate against any person who reports harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated the anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be addressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

In addition, a person who knowingly makes a false report may be subject to the same action that Tantasqua Regional or Union 61 School District may take against any other individual who violates the policy.

DISCIPLINARY PROCESS:

An employee or student who has been found in violation of the Anti-Harassment Policy will be subject to Tantasqua Regional or Union 61 School Districts' disciplinary process, which may range from counseling to suspension/exclusion or termination of employment.

State and Federal Remedies: In addition to the above, if you believe you have been subjected to any kind of harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim. (EEOC – 180 days; MCAD- 300 days)

The United States Equal Employment Opportunity Commission (“EEOC”) One Congress Street – 10th Floor
Boston, MA 02114 (617) 565-3200 Massachusetts Commission Against Discrimination (“MCAD”) Boston
Office: One Ashburton Place, Room 601 Boston, MA 02108 (617) 727-3990 Springfield Office: 424 Dwight
Street, Room 220 Springfield, MA 01103 (413) 739-2145

NAME-POSITION	ADDRESS	PHONE
Erin Nosek-Superintendent	320A Brookfield Rd., Fiskdale, MA 01518,	508-347-3077
Jennifer Dold-Principal	28 Sturbridge Rd., Holland, MA 01521	413-245-9644
Nicole Kemezis–		
Title IX Coordinator/Team Chair	28 Sturbridge Rd.,Holland, MA 01521	413-245-9644

FORMAL COMPLAINT PROCEDURE FOR STUDENTS

STEP 1

The student shall fill out the Formal Harassment Complaint Form based on his/her allegations of harassment. The complaint form shall detail the facts and circumstances of the incident(s) or pattern of behavior. If a student under eighteen (18) years of age is involved, his/her parent(s)/guardian(s) shall be notified immediately. An investigation shall be completed by the harassment complaint official within ten (10) school days from the date of the complaint.

STEP 2

The investigation may consist of personal interviews with the complaining student, the alleged harasser and other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The investigation shall be completed as soon as practicable but no later than ten (10) school days from the complaint. The harassment complaint official shall make a written report to the school principal and/or the superintendent upon completion of the investigation. The report shall include a determination as to whether the allegations have been substantiated as factual and whether they appear to be violations of the policy.

STEP 3

Following the investigation, the harassment complaint official shall recommend to the principal and/or the superintendent what action, if any, is required. Tantasqua Regional School District shall take appropriate action in all cases where the harassment complaint official concludes that this policy has been violated. Any person who is determined to have violated this policy shall be subject to action which may range from counseling to exclusion.

STEP 4

If, at the end of this ten (10) school day period, no satisfactory settlement is agreed upon as provided for in Step 3, the matter shall be referred by the student in writing within five (5) school days to the building principal. The principal shall give his/her answer in writing by the end of five (5) school days after receipt of the complaint.

STEP 5

If, at the end of this five (5) school day period no satisfactory settlement is agreed upon as provided for in Step 4, the matter shall be referred by the student in writing within five (5) school days to the superintendent of the Tantasqua Regional School District who shall review and give a written decision within ten (10) school days after receipt of the complaint.

STEP 6

If, at the end of the ten (10) school day period, no satisfactory settlement is agreed upon as provided for in Step 5, the student shall have five (5) school days to notify the chairperson of the Tantasqua Regional School Committee in writing. The complaint shall be scheduled for a closed hearing during the next regularly scheduled school committee meeting between the student and the school committee. The chairperson of the school committee shall give a written decision within ten (10) school days following this hearing.

Child Abuse and Neglect

Child abuse and neglect are reported as required in Chapter 119. Reports of suspected abuse will be made to the principal or to the school psychologist. A decision will then be made regarding the filing of a 51A form with the Department of Social Services.

Civil Rights Statement

Holland Elementary School ensures equal opportunity regarding employment, education programs and activities. All employment decisions, programs, service, course of study, and co-curricular activities are offered without regard to race, color, homeless status, national origin, religion, sex, gender identity, sexual orientation or disability in compliance with federal and state law.

Cumulative Folders

A cumulative record folder is maintained for each student who attends the Holland Elementary School. This file contains the student's registration forms, copies of report cards, health data, standardized test results, and other information relating to the progress of the student. Parents who wish to review their child's records may do so by calling the counselor/psychologist and making an appointment.

Discipline of Students Not Yet Determined Eligible for Special Education If, prior to a disciplinary action, the district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is determined not to be eligible. According the Section 300.543 of the Federal Regulations, the following are stated to be evidence that the school district had knowledge that a student may be a student with a disability:

(1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services; (2) The parent of the child requested an evaluation of the child pursuant to Sec. Sec. 300.300 through 300.311; or (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Special Education Director of the agency or to other supervisory personnel of the agency.

At the same time, it is also important to acknowledge circumstances through which the school district would not be said to have knowledge that the child may be a child with a disability. These include the following according to 34 CR 300.543

(c) Exception. A public agency would not be deemed to have knowledge under paragraph (b) of this section if--

(1) The parent of the child--

(i) Has not allowed an evaluation of the child (ii) Has refused services under this part; (2) The child has been evaluated in accordance with Sec. Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part. (d) Conditions that apply if no basis of knowledge.

(1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section. (2)

(i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under Sec. 300.530, the evaluation must be conducted in an expedited manner. (ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. (iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of Sec. Sec. 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

Discipline of Students with Disabilities

In general, if a student with a disability—whether under a 504 plan or an IEP—has violated the school’s disciplinary code, the school may suspend or remove that student from his or her current educational placement for no more than 10 consecutive school days in any school year. If he/she possesses, uses, sells or solicits illegal drugs on school grounds or at a school sponsored event; carries a weapon to school or to a school function; or inflicts serious bodily injury upon another person at school or at a school sponsored event, the school district may place that student in an interim alternative educational setting for up to 45 school days. If he/she has been placed in an interim alternative education setting as a result of disciplinary action, he/she may remain in the interim setting for a period not to exceed 45 school days. Thereafter, he/she will return to the previously agreed-upon educational placement unless the parent or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement, or the parent/guardian and the school agree to another placement.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special education law. These include the following:

(a) Prior to any removal that constitutes a change in placement, the school district must convene a 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student's problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.

(b) Prior to any disciplinary removal that constitutes a change in placement; the school district must inform the parent/guardian that the law requires that the school district consider whether or not the behavior that forms the basis for the student's disciplinary removal is related to his or her disability. This is called a "manifestation determination." Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the school district, parent, along with relevant Team members, must consider all evaluation information, observational information, the student's IEP and placement; and must determine whether the student's behavior that prompted disciplinary removal was a manifestation of his or her disability.

The behavior is considered a manifestation of the student's disability, if the conduct in question was caused by, or was a direct result of the school district's failure to implement his or her 504 plan or IEP.

If the manifestation determination decision is that the disciplinary behavior was related to the student's disability, then he/she may not be removed from the current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another) until the Team develops a new 504 plan or IEP and decides upon a new placement and the parent/guardian consents to the new plan and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school district must provide the student with educational services that allow the student to continue to make educational progress. The school district must determine the educational services necessary, manner and location for providing those services.

In the case of a disagreement with the Team's determination: If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of the student in an interim alternative education setting or any other disciplinary action, the parent/guardian has the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

Discipline of Students Not Yet Determined Eligible for Special Education If, prior to a disciplinary action, the district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is determined not to be eligible. According the Section 300.543 of the Federal Regulations, the following are stated to be evidence that the school district had knowledge that a student may be a student with a disability:

(1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services; (2) The parent of the child requested an evaluation of the child pursuant to Sec. Sec. 300.300

through 300.311; or (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Special Education Director of the agency or to other supervisory personnel of the agency. At the same time, it is also important to acknowledge circumstances through which the school district would not be said to have knowledge that the child may be a child with a disability. These include the following according to 34 CR 300.543 (c) Exception. A public agency would not be deemed to have knowledge under paragraph (b) of this section if-- (1) The parent of the child-- (i) Has not allowed an evaluation of the child (ii) Has refused services under this part; (2) The child has been evaluated in accordance with Sec. Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part. (d) Conditions that apply if no basis of knowledge. (1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section. (2) (i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under Sec. 300.530, the evaluation must be conducted in an expedited manner. (ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. (iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of Sec. Sec. 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

GRADE PLACEMENT PROCEDURES

The goal of the elementary schools regarding grade placement procedures is to provide a developmentally and age appropriate curriculum and setting for learning. Opportunities such as remedial or enrichment services will be provided when appropriate. All grade placements will be approved by the principal.

Factors for Consideration in Grade Placement

Academic Indicators Cognitive Ability Age Previous Retentions Motivation Learning Disabilities Siblings' Placements Emotional Maturity Frequency of School Moves Emotional Stability Personal Development Physical Maturity Attendance Social/Cultural Exposure Behavioral History Parental Support

INTERVENTIONS FOR AT RISK STUDENTS

1. At the first signs of difficulty, parents will be notified of concerns and an ongoing system of communication will be established to keep parents informed of the student's progress. 2. Curriculum modifications and extra regular education services will be considered and implemented. In all cases, if the situation does not improve within a reasonable amount of time, a referral to the school's pre-referral team will be made. 3. If strategies attempted during the pre-referral process have not produced the desired results, a consultation meeting will be scheduled by the principal to update parents on concerns. The outcome of this meeting may be a referral for a special needs evaluation.

RETENTION TIME LINE

1. At the end of January, the factors listed above will be reviewed to assess at risk students. A meeting will be set up with parents to make them aware of the academic concerns and open up the discussion on retention. 2. At the end of April, another meeting will be held with parents to review progress, new information about the child's learning strengths and weaknesses, and recommendations for grade/program placement. 3. A recommendation will be made prior to the placement meetings. The final decision will be made by the end of the school year. A meeting with the parents, principal, teacher, and other involved professionals will be held to review the academic status, evaluations, and the factors listed above. Every effort will be made to reach consensus. The principal will be responsible for making the final decision. 4. All potential retention candidates who move onto the next grade will be closely monitored and provided with additional services, as deemed necessary, to ensure a positive and successful school year. 5. If a student is retained, weaknesses will be addressed and closely monitored. The necessary additional services will be provided to ensure a positive and successful school year.

HEALTH SERVICES

A full time registered nurse is assigned to the elementary school. No nurse is present during the extended day programs. If a child becomes ill or is hurt in school, care will be provided until a parent or another assigned adult responsible for the child is contacted. Parents must provide transportation home for any sick or injured child, except in case of an emergency.

A child with a fever of 100o F or greater, vomiting or diarrhea during the 24 hours preceding school must stay home. These symptoms are signs of infectious illnesses. Keeping the child home can prevent spreading the illness to others in school. Children who exhibit these symptoms during the school day will be sent home.

State law prohibits the school nurse from diagnosing illnesses or prescribing remedies. If you have questions about any symptoms your child may have, please consult your primary care provider.

If the school nurse notifies parents that their child has symptoms of a contagious health problem, then the child is to be kept home until the condition is corrected. A child on antibiotics for a communicable disease must remain out of school for 24 hours after the initial dose. Students must be fever free for 24 hours without using fever-reducing medicine before they return to school.

Injury (fracture, concussion, sprain, eye injury, stitches, etc.), or recovering from serious illness (such as pneumonia) or surgery, your child MUST return to school with a “DOCTOR’S NOTE” stating if your child has any limitations or can fully participate in school activities (such as gym, recess, or school sponsored activities).

If your child misses school due to a medical, dental, counseling or other appointment, please have the provider give you a note for the school.

Immunizations

Massachusetts State Law requires immunizations prior to entry into the specified grades:

By Two Years 3 doses of Hep B 4 doses of DTaP/DTP 3 doses of Polio 3 or more doses of Hib 1 dose of MMR 1 dose of Varicella

By Kindergarten 3 doses of Hep B 5 doses of DTaP/DTP 4 doses of Polio 2 doses of MMR 2 doses of Varicella

By 7th Grade 3 doses of Hep B 1 dose of Tdap 3 doses of Polio 2 doses of MMR 2 doses of Varicella 1 dose of MenACWY

DTaP = Diphtheria, Tetanus, and Pertussis Hib = Haemophilus influenzae type b MMR = Measles, Mumps, and Rubella

MenACWY = Meningococcal Conjugate Vaccine (brand names *Menveo* or *Menactra*)

Documentation of lead screening (a blood test) is required prior to kindergarten entrance.

Documentation of TB (tuberculosis) risk is required on each required physical exam form. Only those children determined to be at risk for contracting TB will be tested.

Physical Examinations

Massachusetts State Law requires the following students to have a physical exam done by their primary care provider:

Students entering Holland Elementary School for the first time , each year of preschool, kindergarten, and fourth grade.

Screening Programs Massachusetts State Law requires the screening of all public school children in the following areas: hearing, vision, height and weight, and posture.

Vision Screenings

1. Upon entering Kindergarten or within 30 days after school entry documentation that vision was tested within past 12 months
2. In the year of school entry
3. Annually through grade 5
4. Once in grades 6 - 8
5. Once in grades 9 - 12

Hearing Screening

1. In the year of school entry
2. Annually through grade 3
3. Once in grades 6 - 8
4. Once in grades 9 – 12

Growth & Development Screening

(Height, Weight & BMI) - Required yearly for all students in grades 1, 4, 7, and 10. (Per MGL c.71.s.57 105 CMR 200.500.) Parents may request in writing that their child not participate in growth & development screenings.

Postural Screening

Required yearly in grades 5-9

All screening programs are conducted in school. Parents receive notification of the postural screening date to allow the option of having their child examined by their primary care provider. Students whose screening results indicate a need for further evaluation will be referred to their primary care provider for further testing.

Legal Custody

Unless we are notified otherwise, both parents of a child have equal privileges. If one parent has legal restrictions placed on him/her, we must have a copy of the court order.

Medication

As a general rule, no medications will be dispensed at school except those designated as emergency medicines. Examples of such emergency medications are those required for diabetic reactions, asthmatic attacks, seizures and bee sting/food allergies. Other medications are to have their time schedule arranged by the primary care provider as to avoid being given during school hours. This policy does not apply to psychotropic medication covered under Massachusetts General Law, C71, section 54B.

Emergency medications dispensed at school must be kept in the original prescription or manufacturer's container and should be kept in the nurse's office. These medications must be accompanied by a medication permission form which has been signed by the doctor and parent/guardian. Forms are available through the school nurse's office. No initial dosage of medication will be given at school.

Medications (both prescription and over the counter medicines) must be brought to school by a parent or guardian. Medications will be dispensed by the school nurse only when absolutely necessary and only during regular school hours.

Note that this policy includes cough drops and any over-the-counter medications.

Influenza Education Requirement (MGL c.111, § 229) See Appendix A

Promoting Awareness of Meningococcal Disease and Vaccine (M.G.L. c.111, s.219. 105 CMR 221.000) See Appendix B

Covid 19 <https://www.mass.gov/info-details/covid-19-updates-and-information> See Appendix C

Non-Discrimination Notice

All programs, activities and employment opportunities are offered without regard to race, color, religion, national origin, sex, gender identity, sexual orientation, homeless status, or disability. (cf. Federal Law under Title VI, Title IX and S. 504)

Student Discipline

Behavior Contract

Holland Elementary School

Foreword

The mission of Holland Elementary School is to support academic achievement and the development of responsible citizens. Holland Elementary School expects all students to conduct themselves in a safe, open-minded, accountable and respectful manner. All members of the school community are expected to set high standards of behavior, treating each other with courtesy and respect, in order to ensure that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. An orderly, respectful learning environment is important for students and staff to feel secure and, consequently, for all students to achieve and experience academic success.

The development of lifelong learners and responsible citizens can only succeed with the cooperation and support of administrators, teachers, other school staff, parents/guardians, and students working together. It is the policy of the Holland Elementary School to provide a safe and secure learning environment for all students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. It is the school's responsibility to provide a safe learning environment and, in order to do so, there are rules and regulations that guide how students are expected to behave. When the rules are violated, there are consequences that are fair, age-appropriate, and consistent. Holland Elementary School's Behavior Contract establishes clear behavior expectations and consequences.

What is the Behavior Contract and Why Do We Need It?

Holland Elementary School recognizes the importance of individual student growth and development within a safe environment that supports and encourages learning. To help maintain that environment, the **Behavior Contract** will:

- Describe schoolwide behavioral expectations
- Detail the conduct that is in violation of behavioral expectations
- Outline possible consequences for such violations
- Standardize procedures that the school will use in responding to conduct problems
- Assure the rights of students when disciplinary action is taken
- Specify the rights and responsibilities of students

The **Behavior Contract** is in force:

- During regular school hours
- While students are being transported on a school bus
- At such times and places including, but not necessarily limited to, school sponsored events, field trips, athletic functions, and other activities where school administrators have jurisdiction over students

What are the Roles of the Home, Student and School Personnel in Upholding the Behavior Contract?

The Behavior Contract promotes a cooperative relationship among students, parents/guardians, and educators.

Parents/guardians are expected to:

- Keep informed about their child's behavior and achievement at school
- Become familiar with the Behavior Contract
- Instill respect for all school staff, students and property
- Support school rules
- Consult the school staff when issues arise
- Work with school personnel to implement appropriate consequences and/or interventions when a student violates the Code of Conduct
- Ensure that children attend school regularly and arrive on time each day
- Communicate with school personnel about their child, including attending school conferences and scheduled meetings

School personnel are expected to:

- Establish and support an orderly, educational environment
- Explain and model expectations and consequences to students
- Listen to and respect student and parent/guardian views on classroom issues
- Establish and support an environment encouraging mutual respect of individuals
- Be consistent in addressing disrespectful, inappropriate behavior
- De-escalate inappropriate behavior through management strategies
- Follow-up on inappropriate behavior with logical consequences
- Reach out to parent(s)/guardian(s) regularly to foster positive school/home communications
- Teach students to solve problems in a nonviolent, positive manner through modeling, role playing and practice
- Encourage an atmosphere of support and cooperation among all school personnel
- Report violations of the Behavior Contract to the appropriate parties

Students are expected to:

- Abide by the rules and regulations established in the Behavior Contract
- Know their classroom and school rules
- Attend school daily and on time
- Actively participate in the learning experience
- Keep personal possessions such as toys, games, cell phones, video devices, etc. at home or in their backpacks, as they interfere with learning activities
- Be respectful to all students, school personnel, and property
- Complete all assignments in a timely manner
- Conduct themselves in a quiet, courteous manner during school assemblies
- Seek academic and/or counseling support when needed

Holland Elementary School is actively participating in the Positive Behavior Interventions and Supports (PBIS), which is a process for creating school environments that are more predictable and effective for achieving academic and social goals for all students. PBIS is a research-based strategy that reduces problem behaviors that act as a barrier to student achievement. Students are taught the behavioral expectations in all areas of the school. Students are rewarded for following expectations with incentives. This encourages students to invest in the school community. They are given Eagle Tickets when caught following the expectations (please see appendix for the Matrix of Expectations). Students can turn in their Eagle Tickets at the end of each month for a prize/reward. In addition, individual classrooms have a variety of positive programs to support students in their appropriate behavior.

Although we support this preventative approach, we realize that, at times, consequences for inappropriate behavior will be necessary. Each infraction, however, will be judged individually. In every instance, students will be heard. Parents will be notified when inappropriate behavior is serious or continual. Holland Elementary School aims to avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports, as outlined above.

Behavior Contract

Minor Violations, include but are not limited to:

- Use of Toys and Electronics: Possession of objects such as cell phones, music/video players, cameras, computers, other recreational electronic devices and/or any other toy or device which disrupts the orderly educational process.
- Non-Compliance: Low-level refusal to comply with a reasonable request from school personnel, including work refusal (See “Insubordination” below for high-level)
- Disruptive Behavior: Behavior resulting in an interruption of a school activity or learning, including shouting out, loud talking, yelling, off task behavior, not following daily routines, being out of seat at inappropriate times, making noise with materials, roughhousing, and horseplay
- Physical Contact: Student engages in non-serious physical contact, not resulting in injury
- Inappropriate Language: Student uses low-level inappropriate language (See “Use of Abusive or Inappropriate Language” below for high-level)
- Inappropriate Use of School Materials: Includes throwing items
- Lying/Cheating: Student delivers message that is untrue or passes in work or test that is not their own work
- Theft: Unauthorized possession and/or sale of the property of another without their consent.
- Other: Student engages in any other minor problem behavior not listed above

If any of these minor violations occur more than once and/or indicate a pattern of behavior, they may be considered a major violation, at teacher or administrator discretion.

Major Violations, include but are not limited to:

- Insubordination: High-level refusal to comply with a reasonable request from school personnel
- Assault: Intentional verbal or physical threat of violence or intentionally causing or attempting to cause harm to an individual
- Inappropriate Material: Possession and/or distribution of material of an inappropriate nature, including information accessed through the Internet.
- Use of Abusive or Inappropriate Language: The use of obscene language, profanity, name-calling, threats and/or inflammatory statements
- Use of Tobacco Products: Use or possession of any smoking materials, including vaping materials, or of any tobacco products
- Possession, Use, Sale or Distribution of Alcohol and/or Drugs: Possession, use, sale or distribution of any mood modifier, alcohol, a prescription drug not for its intended use, or illegal drugs
- Fighting: When two or more persons mutually participate in physical violence that may require physical restraint and/or may result in injury
- Possession of Weapons: Any carrying, concealing, or displaying of knives, guns, aerosol/chemical weapons, combustibles, or any other items that may be used to cause bodily injury
- Vandalism: The willful or malicious damage and/or destruction of school property or the property of another
- Bullying: Repeated use of hostile, intimidating, or threatening behavior to create fear of harm in another student (Please see the Bullying Prevention and Intervention Plan section of the handbook.)
- Harassment: Severe or repeated hostile treatment or violence against a student, including continual invasion of “personal space,” because of his/her, gender, race, color, religion, ethnic or national origin, sexual orientation, homeless status physical or mental disability (Please see the Anti-Harassment Policy section of the handbook.)
- Other: Student engages in any other major problem behavior not listed above

DISCIPLINARY ACTIONS**Minor**

- Parent contact/parent conference
- Administrator/teacher/student conference
- In-class/in-school disciplinary action
- Restitution or restoration, or assign community service
- When appropriate, mediation and/or conflict resolution
- Time in office away from scheduled activities/classes

Major

- Parent contact/parent conference by administrator
- Administrator/teacher/student conference
- In-class/in-school disciplinary action
- Restitution or restoration, or assign community service
- When appropriate, mediation and/or conflict resolution

- Suspension: In School Suspension (not more than 10 days consecutively or cumulatively), Short Term Suspension (up to 10 days) or Long Term Suspension (more than 10 days but less than 90 days consecutively or cumulatively). The amount of time will be determined by severity of the student's action, prior offenses within school year, and/or other considerations, at teacher or administrator discretion.
- Expulsion (the removal of a student from school for more than ninety school days, indefinitely, or permanently): As per the Holland School District Policy JIC, a student may be expelled for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
- Refer criminal acts to the police

File: JIC

STUDENT DISCIPLINE

The Holland School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

The Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

The Principal and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide the Principal with a copy of the regulations promulgated by DESE and shall have the Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, the Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, the Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent. [1] Except for offenses referenced in the note at the end of this policy. Holland School Committee Policies

File: JIC (continued)

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

The Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

Holland School Committee Policies

File: JIC(continued)

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Holland School Committee Policies

File: JIC(continued)

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long term suspension. The Principal shall send the written determination to the student and parent by hand delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following

information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Holland School Committee Policies

File: JIC(continued)

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Holland School Committee Policies

File: JIC(continued)

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The Holland School District shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H 72: 71:37H3/4; 76:17; 603 CMR 53.00

First Reading: Second Reading: Adoption:
April 14, 2016 May 31, 2016 May 31, 2016

Holland School Committee Policies

Student Discipline Process

1. Receipt of conduct referral
2. Meet and speak with stakeholders:

Students Witnesses

Staff

Parents/guardians as supported by laws governing suspension. **3. Notification of incident and/or consequence, law, and appeal process to parents: A. In school suspension** (M.G.L. c.71, section 37H 3/4) Principal

Hearing a. Principal, verbally by phone/in person, informs the parent and/or guardian of the disciplinary offense, reasons for concluding that the student committed the infraction and length of the in school suspension, b. The Principal informs the student of the disciplinary charge and provides the student the opportunity to dispute the charges and explain the circumstances (Due Process). c. Principal determines student committed offences- the Principal must inform the student of the length of the suspension; which may not exceed ten days cumulatively or consecutively. d. Principal invites parent and/or guardians to a meeting to discuss the student academic performance and behavior, strategies for student engagement, and possible responses to the behavior. e. The parent/guardian meeting must be scheduled the day of the suspension, or as soon as possible, and the Principal must document at least two attempts to reach the parent and/or guardian for the purpose of verbally informing them. f. The Principal will send written notice to the student and parent/guardian about the in school suspension, inviting the parent /guardian to a meeting, if one has not already occurred, which must be delivered on the day of the suspension. g.. Principal must send a copy of the written determination to the superintendent , explaining reasons for

imposing an out-of-school suspension for a student in grades preschool through grades K-3, before a short term auennuninn 11.... .

4. Educational Outreach and Support Options/Plans:

Email teachers and families (for in-school, external suspension, exclusion, after/before school)

Collection and distribution of work at start of suspension Students with 10+ days of suspension-tutoring and extra help via any or all of the following

1. Extra help sessions after school / before school ii. Tutoring outside school iii. External placement as warranted or recommended through exclusion hearing only 2. Follow-Up:

Check-in with teachers on academic completion of assignments and grades Provide educational support opportunities through mandatory help sessions Communicate with families, students, counselors, teachers, and other stakeholders

53.10: In-School Suspension under M.G.L. C. 71, § 37H 3/4

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.
- (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- (5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.



HOLLAND ELEMENTARY SCHOOL

28 Sturbridge Road

Holland, MA 01521

Jennifer Dold, Principal

413-245-9644 Phone

413-245-4417 Fax

NOTIFICATION OF DISCIPLINARY HEARING

Dear (parent/guardian),

This letter is to serve as written notification of a disciplinary hearing concerning your (son/daughter) (name) behavior or (reason/basis).

A hearing will be held on *DATE at TIME AND LOCATION* to consider information regarding the **alleged** disciplinary incident, provide you

and your child with the opportunity to dispute the charges, explain the circumstances surrounding the alleged incident, and present mitigating facts or other information for the Principal (or her designee) to consider. You may also request, and be provided interpretive **services** if you so **wish**

Pursuant of MGL Chapter 70, Section 373/4: A student externally suspended from school for ten(10) school days **either for one** infraction or cumulatively for multiple infractions may appeal the suspension to superintendent of schools. The student or the parent/guardian must submit a written request within five(5) calendar days of the suspension. The superintendent or designee will conduct a hearing within three (3) school days after receiving the request for appeal. The superintendent will **render a decision** within five (5) calendar days of the hearing and that decision is final.

After reviewing all information, the Principal (or her designee) will determine if your child committed the disciplinary offense(s) **noted** below and may impose consequences for the infraction.

DATE OF ALLEGED INCIDENT: VIOLATION: BASIS FOR CHARGE: POTENTIAL CONSEQUENCES: In-house suspension for __days, from - to External suspension for ____days, from Interim Alternative Educational Placement for __days, from - to to

Educational Outreach and Support Options/Plans:

1. Email teachers and families (for in-school, external suspension, expulsion, after/before school) 2. Collection and distribution of work at start of suspension 3. Students with 10+ days of suspension - tutoring and extra help via any or all of the following:

a.) Extra help sessions after school/before school b.) Tutoring outside school C.) External placement as warranted or recommended through exclusion hearing only.

Thank you,

Principal

Student verbally notified

_Parent/ Guardian verbally notified

CC: Student

Collection Procedure

Reviewing Discipline Data (Monthly or as needed)

- Data System/iPass
- Select Discipline Reports- review suspension/detentions, individual discipline detail, etc
- Utilize Review 360- reports on discipline, behavioral interventions
- Review data to identify trends
- Review data by subgroup to identify trends
- If trends are present- summarize data for Administrative Team Meeting (as needed), and Student Support Team (as needed).
Review trends and practices to determine whether it is necessary to modify disciplinary practices due to over reliance on suspensions, expulsions or removals for selected student populations compared to other students.

Student Records

Confidentiality of student records is strictly maintained. Only authorized school personnel involved with the student's educational program may have access to a student's record. Parents or legal guardians always have the right to review their child's record. No information will be sent to another individual or agency without written consent of the parent or legal guardian.

Unless we have a court order stating otherwise, both parents of a child will have access to the student's records.

The office and/or classroom teachers may release to the PTO, room mothers or school related committee members the names, phone numbers and addresses of students to contact parents regarding school related functions. (Unlisted phone numbers are not given).

Parents who do not wish the above mentioned persons to receive such information must submit a written request.

Student Records Notification Statement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Such rights generally include the following:

1. The right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. The right to request the amendment of the student's education records if the parent or eligible student believes it to be inaccurate or misleading. Such written request should be directed to the school principal, clearly identifying the part of the record they believe is inaccurate and why. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose student's education records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile system, pursuant to specific State law.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Tantasqua/Union 61 Schools to comply with the requirements of FERPA. The name and address of the Office

that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202- 5920.

In addition, the Tantasqua/Union 61 Schools generally disclose “directory information” without parent/eligible student consent. Directory information is defined by FERPA as the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

The primary purpose of directory information is to allow the Tantasqua/Union 61 Schools to include this type of information from your child’s education records in certain school publications. Examples include a playbill, showing your student’s role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for football, showing height and weight of team members; and the like.

Directory information for elementary students includes the student’s name, grade, dates of attendance and any honors or awards received. A student’s address and/or phone number are generally not directory information.

Directory information for junior and senior high students includes student’s name, grade, dates of attendance, any honors or awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. A student’s address and/or phone number are generally not directory information.

If you do not want the Tantasqua/Union 61 Schools to disclose directory information from your child’s education records without your prior written consent, you must, in writing, notify the principal of your child’s school by no later than the end of September 2016.

Internet Acceptable Use Policy/ Tantasqua/Union 61

In order for students, faculty or community members to use a Holland internet connection, they must read these policies and sign the contract. For students, the agreement must also be signed by a parent or guardian.

Tantasqua/Union 61 is providing staff and students (users) access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing users for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for users' acceptable use of the Tantasqua/Union 61 electronic network.

- The Tantasqua/Union 61 electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, classroom assignments or career development.
- The Tantasqua/Union 61 electronic network has not been established as a public access service or a public forum. Tantasqua/Union 61 has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all users under the age of 18. Access is a privilege — not a right.
- The district is not responsible for the actions of users who violate the agreement beyond the clarification of its terms.
- The district reserves the right to monitor all activity on this electronic network. Users will indemnify the district for any damage that is caused by users' inappropriate use of the network.
- Users are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Tantasqua/Union 61 electronic network.

General Unacceptable Behavior

While utilizing any portion of the Tantasqua/Union 61 electronic network, users will not use the district equipment, network, or credentials to send, post or receive electronic messages, or engage in behaviors that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. Unacceptable behaviors include, but are not limited to, the following:

- Posting information that, if acted upon, could cause damage or danger of disruption.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Harassing another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending messages, they must stop.
- Knowingly or recklessly posting false or defamatory information about a person or organization.
- Using criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Using speech that is inappropriate in an educational setting or violates district rules.
- Abusing network resources such as sending chain letters or "spamming."
- Displaying, accessing or sending offensive messages or pictures.

- Using the Tantasqua/Union 61 electronic network for commercial purposes. Users will not offer, provide, or purchase products or services through this network.
- Using the Tantasqua/Union 61 electronic network for political lobbying. Users may use the system to communicate with elected representatives and to express their opinions on political issues.
- Attempting to access non-instructional district systems, such as student information systems or business systems.
- Using any wired or wireless network (including third party internet service providers) with equipment brought from home. Example: The use of a home computer on the network or accessing the internet from any device not owned by the district is not allowed.
- Using district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.

E-Mail

- E-mail for student users in the elementary and junior high grades is not provided.
- Users will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Users will not post private information about another person.

World Wide Web

- Elementary School Level - Access to information for student users on the Web will generally be limited to prescreened sites that are closely supervised by the teacher.
- Junior and Senior High School Level - Access to information for student users on the Web will generally be provided through prescreened sites and in a manner prescribed by their school.

Telnet and FTP

- Telnet and FTP services will not be available to users.

Message Board/Usenet Groups

- The district will provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account of a user who misuses the message boards or Usenet groups.

Real-time, Interactive Communication Areas

- Users will not use chat or instant messaging.

Software and Files

- Software is available to users to be used as an educational resource. No user may install, upload, or download software without permission from the district technology department.
- A user's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas. Routine maintenance and monitoring of the Tantasqua/Union 61 electronic network may lead to discovery that a user has violated this

policy or the law. Users should not expect that files stored on district servers are private.

Web Sites

- Elementary and Junior High Level - Group pictures without identification of individual student users are permitted. Student work may be posted with either student first name only or other school-developed identifier (such as an alias or number) upon notice to parents.
- Senior High School Level - Students may be identified by their full name with parental approval. Group or individual pictures of users with student identification are permitted with parental approval. Parents may elect to have their child assigned to the elementary/junior high level of use.
- Material placed on user Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the user may not be used on Web sites unless formal permission has been obtained.

Personal Safety

- Users will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, or work address.
- Elementary and junior high student users will not disclose their full name or any other personal contact information for any purpose.
- High school student users will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Users will not agree to meet with someone they have met online.
- Users will promptly disclose to a teacher or other building administrator any message received that is inappropriate or makes the user feel uncomfortable

System Security

- Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should users provide their password to another person.
- Users must immediately notify a teacher or the system administrator if they have identified a possible security problem. Users should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Users will not attempt to gain unauthorized access to any portion of the Tantasqua/Union 61 electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Technology Hardware

- Hardware and peripherals are provided as tools for educational purposes. Users are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- Users will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the users'.
- District policies on copyright will govern the use of material accessed and used through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system, or must be obtained directly from the author.

Videoconference

- Videoconferencing is a way that users can communicate with other users, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, users can see, hear, and speak with other users, speakers, museum personnel, etc. in real-time.
- Videoconference sessions may be videotaped by district personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district.
- Users' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by users apply during all video conference sessions.

User Rights

- Users' right to free speech applies to communication on the Internet. The Tantasqua/Union 61 electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a user has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.
- In the event there is an allegation that a user has violated the district acceptable use regulation and policy, the user will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).

- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the user in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.

- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Users' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

1. The Holland School District along with other organizations enabling this internet link will not be liable for the actions of anyone connecting to the internet through this link. All users shall assume full liability, legal, financial, or otherwise, for their actions.
2. The Holland School District takes no responsibility for any information or materials that are transferred through the internet.
3. All consequences for improper use of the internet shall be administered by the building principal or his or her designee. The principal or his or her designee shall determine whether or not a user has complied with the standards for proper use of the internet. Consequences for improper use may result in loss of internet privileges for the user, and shall be consistent with the Code of Conduct as written in each school building.

4. Parents or guardians who object to their son or daughter using the internet must notify the school in writing.
5. Should a user happen to find materials that may be deemed inappropriate for a school setting, he or she shall leave that site immediately and will not download, copy or share this material with others.
6. The purpose of the Holland internet connection is educational only. Use of this connection for any other purpose is prohibited.
7. The Holland School District makes no guarantees regarding the reliability of the internet connection. The Holland School District shall not be liable for any loss or corruption of data while using this internet connection.
8. The Holland School District reserves the right to examine all data stored in the machines involved in its internet connection to ensure compliance with all regulations and policies.
9. The Holland School District prohibits the use of its internet connection for commercial or illegal purposes, including the use of the link to gain unauthorized access to other systems on its network or others.
10. Faculty members have the right and the responsibility to provide reasonable supervision of student use of the internet to ensure its appropriate use.
11. The copyright laws and licensing agreements must be honored in using the internet. The illegal distribution of software files through the internet is strictly prohibited.
12. Revealing the personal address or phone number of oneself except for a valid educational purpose is prohibited. Unauthorized use of the name, address or phone number of others is prohibited. School addresses and phone numbers may be used.
13. All internet users should keep in mind that they are entering a global community. As such any actions taken by them will reflect upon the school system as a whole. All users are expected to conduct themselves in a respectful, ethical and legal manner.
14. The Holland School District prohibits the use of its internet connection for the creation of unauthorized home pages. All Holland home pages shall be authorized by the Superintendent of Schools or her/his designee. Any use of the school name or seal without the authorization of the school committee is prohibited.
15. The Holland School District reserves the right to change or add to these policies at any time.

Photographs/Newspapers

From time to time area newspapers visit the school and write stories about special events that occur at Holland Elementary School. Such positive publicity allows us to share with a wider audience, including the entire community of Holland, the many exciting and educationally sound activities taking place at Holland Elementary School. You have the option of not having your child photographed or videotaped by marking the appropriate box on the sign off sheet found at the end of the handbook.

Pupil Photographs

Each year we make arrangements for a commercial photographer to take pictures of students in early fall. Individual, as well as classroom photographs, may be purchased by interested parents at a reasonable cost. Any parent who does not wish to have their child photographed should call the school office.

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general educational program and the full range of any occupational/vocational education programs offered by the district.

[The Flu: A Guide for Parents](#)

The Flu:

A Guide for Parents

Flu Information

What is the flu?

Influenza (the flu) is an infection of the nose, throat and lungs caused by influenza viruses that are constantly changing. Flu causes illness, hospital stays and deaths in the United States each year. Flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.

How serious is the flu?

Flu illness can vary from mild to severe. Flu can be especially dangerous for young children and children of any age who have certain long term health conditions, including asthma (even mild or controlled), neurological conditions, chronic lung disease, heart disease, blood disorders, endocrine disorders (such as diabetes), and weakened immune systems due to disease or medication. Children with these conditions, and those receiving long-term aspirin therapy, can have more severe illness from the flu.

How does the flu spread?

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

What are the symptoms of flu?

Symptoms of flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea. Some people with flu will not have a fever.

How long can a sick person spread the flu?

People with the flu may infect others from 1 day before getting sick to 5-7 days after. Children and people with weakened immune systems can shed virus for longer, and might still be contagious past 7 days, especially if they still have symptoms.

Important:

Can my child go to school, daycare or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or to caregivers.

When can my child go back to school after having the flu?

Keep your child home until at least 24 hours after their fever is gone, without using fever- reducing medications, like

acetaminophen (Tylenol) or ibuprofen (Motrin or Advil). A fever is defined as 100.4°F (38°C) or higher.

Protect Your Child

How can I protect my child against flu?

The first and most important thing to do is to get flu vaccine for your child, yourself, and everyone else in your household every year. Get the vaccine as soon as it is available.

- **Vaccination is recommended for everyone 6 months and older.**
- **It's especially important that young children and children with certain health conditions (see at left) get vaccinated.**
- **It's very important for parents, grandparents, teachers and caregivers to get vaccinated.**
- **Everyone caring for infants under 6 months (who are too young to be vaccinated) should be vaccinated if possible. Vaccinating pregnant women can offer some protection to the baby during pregnancy and after birth.**

About Flu Vaccine

What are the benefits of the flu vaccine?

- **Flu vaccine helps protect the person vaccinated from the flu.**
- **Flu vaccine can make your illness milder if you do get sick and reduces the risk of hospitalizations and deaths.**
- **Flu vaccine keeps you from spreading the flu to your family and friends. This is particularly important to protect those who are most vulnerable, such as:**
 - o **Those at greatest risk of getting seriously ill from flu, like older adults, people with chronic health conditions and young children.**
 - o **Infants younger than 6 months old who are too young to get vaccinated.**

Is influenza vaccine effective?

Yes. While no vaccine is 100% effective, influenza vaccine is the best protection against getting the flu.

Influenza vaccine tends to be most effective in people who are younger and healthy. It takes about two weeks after vaccination to protect against flu, so vaccination does not protect immediately. Also, flu viruses are always changing, so the vaccine needs to be updated every year, before flu season starts. When the vaccine isn't a good match with flu viruses that are circulating, it offers less protection.

Are there any risks from flu vaccine?

Vaccine reactions, if they occur, are usually mild and can include soreness, redness and swelling where the shot is given. Some people have experienced fever, body aches, headache and fatigue. These reactions usually begin soon after the vaccine is given, and last 1-2 days.

A vaccine, like any medicine, could possibly cause more serious problems, such as severe allergic reactions. The risk of a vaccine causing serious harm is extremely small.

Life threatening allergic reactions from vaccines are very rare. If they do occur, it is usually within a few minutes to a few hours

after the vaccination.

More detailed information about flu vaccine is available at www.immunize.org/vis. At this site you will find Vaccine Information Statements about influenza vaccines designed to educate and inform in many languages.

Other Steps to Take

What else can I do to protect my child?

- **Cover coughs and sneezes with a tissue. Throw the tissue in the trash after use.**
- **Stay away from people who are sick.**
- **Wash hands often with soap and water.**
- **Use an alcohol-based hand rub if soap and water are not available.**
- **Contact your healthcare provider if your child gets sick, especially if the child is very young (under 5) or has long-term health conditions.**
- **Seek emergency care if your child has trouble breathing, fast breathing, turns bluish or gray, has severe or persistent vomiting, has trouble waking up, or doesn't interact normally.**

Much more information is available at:

www.mass.gov/flu

www.cdc.gov/flu

www.immunize.org

Or call 617-983-6800 or your local board of health.

Adapted from CDC and developed as per legal requirements pursuant to An Act Relative to Annual Immunization Against Influenza for Children, MGL Chapter 111, Section 229, Amended 2012. Massachusetts Department of Public Health, 2016

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MASSACHUSETTS PUBLIC HEALTH FACT
SHEET

Meningitis

May 2018

What is meningitis?

Meningitis is an infection of the tissue (called the “meninges”) that surrounds the brain and spinal cord.

What are the symptoms of meningitis?

Symptoms of meningitis may appear suddenly. Fever, severe and constant headache, stiff neck or neck pain, nausea and vomiting, sensitivity to light, and rash can all be signs of meningitis. Changes in behavior such as confusion, sleepiness, and trouble waking up can also be important symptoms. In some infants, the only signs of meningitis may be crankiness or tiredness and poor feeding. Babies with meningitis usually run a fever, but not always. Anyone who has or observes these symptoms should contact a health care provider right away. Some cases of meningitis are very serious, leading to permanent neurologic problems, amputation of limbs, loss of hearing, seizures or strokes, and even death.

What causes meningitis?

Many different kinds of viruses and bacteria (germs) can cause meningitis. A sample of spinal fluid, usually collected by a spinal tap, is needed to find out if someone has meningitis and to see what caused it.

What kinds of bacteria can cause meningitis?

***Neisseria meningitidis* are bacteria that can cause illness in people of any age. At any time, about 5-15% of people have these bacteria in their throats or noses without getting sick. The bacteria are spread through saliva (spit) during kissing, sharing of food, drinks or cigarettes (including e-cigarettes), and by close contact with infected people who are sneezing or coughing. People who have come in close contact with the saliva of a person with meningitis from this type of bacteria may have to get antibiotics (medicine) for protection. Meningitis caused by these bacteria is called “meningococcal.” There are vaccines, which can be used to help prevent this kind of meningitis.**

***Haemophilus influenzae* type b bacteria, called Hib, can also cause meningitis. There is a vaccine**

called “Hib vaccine” that prevents infants and young children from getting Hib disease. Most adults are resistant to this type of meningitis, and thanks to the vaccine, most children under 5 years of age are protected. Certain people who have come in close contact with the saliva of a person with meningitis from this type of bacteria may have to get an antibiotic to protect unimmunized, under-immunized or immunocompromised children in their household.

Streptococcus pneumoniae are bacteria that cause lung and ear infections but can also cause “pneumococcal” meningitis. These bacteria are usually found in the throat. Most people who have these bacteria in their throats stay healthy. However, people with chronic medical problems or with weakened immune systems, and those who are very young or very old, are at higher risk for getting pneumococcal meningitis. Meningitis caused by *Streptococcus pneumoniae* is not spread from person-to-person. People in close contact with someone who has pneumococcal meningitis do not need to get antibiotics.

Other bacteria can also cause meningitis, but meningitis from these other bacteria is much less common and usually not contagious.

What about viruses?

Viral meningitis, also called aseptic meningitis, is much more common than bacterial meningitis. A group of viruses called *enteroviruses* is the most common cause of viral meningitis. These viruses are found in the throat and feces (stool) of infected people. The virus is most likely to be spread when people do not wash their hands after using the toilet or changing a diaper or soiled sheets, then touch their own mouths, prepare food for others, or touch others with their contaminated hands. These viruses can also be spread by the kind of close face-to-face contact that is common in families.

Many enteroviruses don’t cause people to feel very sick. Others may cause only mild diarrhea or vomiting. People with viral meningitis are usually less sick than people with bacterial meningitis. They usually get better on their own. People who are close contacts of viral meningitis patients do not need to be treated with antibiotics. However, they should wash their hands often with soap and warm water or use alcohol-based hand rubs or gels to stop the spread of these viruses. There are usually more cases of viral meningitis in the late summer and early fall.

How is meningitis spread?

Many of the viruses that cause meningitis are spread through saliva (spit) or feces (stool). The bacteria that can cause meningitis are usually spread from person-to-person through contact with infected saliva. Most people may already have immunity (natural protection) against many of these germs.

How can meningitis be prevented?

If a person is exposed to the saliva of someone with meningitis caused by certain types of bacteria,

public health officials or your health care provider may recommend an antibiotic to prevent disease.

Frequent handwashing with soap and water or use of alcohol-based hand rubs or gels can help stop the spread of many viruses and bacteria. Not sharing food, drinks, or eating utensils with other people can also help stop the spread of germs.

There are 5 vaccines that can help prevent meningitis:

- *Haemophilus influenzae* (Hib) vaccine is usually given at 2, 4, 6 and between 12 and 15 months of age. The total number of doses depends on the age at which the series was begun. Children over 5 years of age usually do not need this vaccine. But, some older children or adults with special health conditions should get it.
- Pneumococcal conjugate vaccine 13-valent (PCV13) is recommended for all children less than 24 months old. It is usually given at 2, 4, 6, and between 12 and 15 months of age. The total number of doses depends on the age at which the series was begun. It is also used in high-risk people 2 years of age and older. This vaccine is recommended to be given as a first dose in a series with PPSV23 vaccine, for everyone 65 years of age and older.
- Pneumococcal polysaccharide vaccine 23-valent (PPSV23) is used in high-risk individuals 2 years of age or older. (High-risk children less than 5 years of age should also receive PCV13.) This vaccine is also recommended to be given as the second dose in a series with PCV13 for everyone 65 years of age and older.
- Quadrivalent meningococcal conjugate vaccine (Menactra and Menveo) is recommended for children 11-12 years of age and for some younger children with certain health conditions like asplenia (including sickle cell disease), or prior to travel to certain parts of the world where meningococcal disease is common. A second dose of quadrivalent meningococcal conjugate vaccine is routinely recommended at 16 years of age. Adolescents and young adults who have not been vaccinated according to routine recommendations should talk to their healthcare provider about vaccination according to the “catch up” schedule.

College freshmen, military recruits and other newly enrolled college students living in dormitories who are not yet vaccinated are also recommended to receive meningococcal conjugate vaccine.

- Meningococcal serogroup B vaccine (Bexsero and Trumenba) is recommended for people with certain relatively rare high-risk health conditions age 10 or older (examples: persons with a damaged spleen or whose spleen has been removed, those with persistent complement component deficiency (an inherited disorder), microbiologists working with *N. meningitidis*, and people who may have been exposed during an outbreak). Adolescents and young adults (16 through 23 years of age) who are not at high risk may also be vaccinated with a serogroup B meningococcal vaccine, preferably at 16 through 18 years of age, to provide short term protection for most strains of serogroup B meningococcal disease.

Talk with your doctor about which vaccines you or your child should receive.

Are students required to get meningococcal vaccine?

Yes. Massachusetts law requires the following students receive quadrivalent meningococcal conjugate vaccine (unless they qualify for one of the exemptions allowed by the law):

- Secondary school (those schools with grade 9-12): newly enrolled full-time students who will be living in a dormitory or other congregate housing licensed or approved by the secondary school must provide documentation of having received a dose of quadrivalent meningococcal conjugate vaccine at any time in the past.
- Postsecondary institutions (e.g., colleges): newly enrolled full-time students 21 years of age and younger must provide documentation of having received a dose of quadrivalent meningococcal conjugate vaccine on or after their 16th birthday, regardless of housing status.

More information may be found in the MDPH documents *“Meningococcal Disease and College Students”* and *“Information about Meningococcal Disease, Meningococcal Vaccines, Vaccination Requirements and the Waiver for Students at Colleges and Residential Schools.”*

Shouldn't meningococcal B vaccine be required?

CDC's Advisory Committee on Immunization Practices has reviewed the available data regarding serogroup B meningococcal disease and the vaccines. At the current time, there is no routine recommendation and no statewide requirement for meningococcal B vaccination before going to college (although some colleges might decide to have such a requirement). As noted previously, adolescents and young adults (16 through 23 years of age) may be vaccinated with a serogroup B meningococcal vaccine, preferably at 16 through 18 years of age, to provide short term protection against most strains of serogroup B meningococcal disease. This would be a decision between a healthcare provider and a patient. These policies may change as new information becomes available.

Where can I get more information about meningitis?

- Your health care provider
- The Massachusetts Department of Public Health, Division of Epidemiology and Immunization at (617) 983-6800 or on the MDPH website at <http://www.mass.gov/dph/>
- Your local health department (listed in the phone book under government)

Appendix C

Health and Wellness - Related to Covid-19

- New – 2020 Influenza Requirement
- Protocol for Wearing of Masks
- Tantasqua Regional & Union 61 Health Office Absence/Attendance Reference
- Health and Safety Guidelines for Parents regarding COVID-19
- Caring for a Family Member Who is Positive for COVID-19
- Waiver of Mandated Screenings
- Hand Sanitizer

■New – 2020 Influenza Requirement

Influenza: 1 dose; seasonal influenza vaccine for the current flu season (July-June) must be received annually for anyone 6 months of age or older by December 31st. New students entering between January 1st and March 31st must have received a dose of vaccine for the current flu season for entry.

Depending on the child's flu vaccination history, ACIP may recommend a second dose of flu vaccine in the same season. In these cases, the second dose is recommended but is not required for entry.

HES COVID-19 Protocols

Holland Elementary will follow current DPH/DESE Guidance around masks, testing, COVID Positive Individuals, and Quarantining/Isolating.