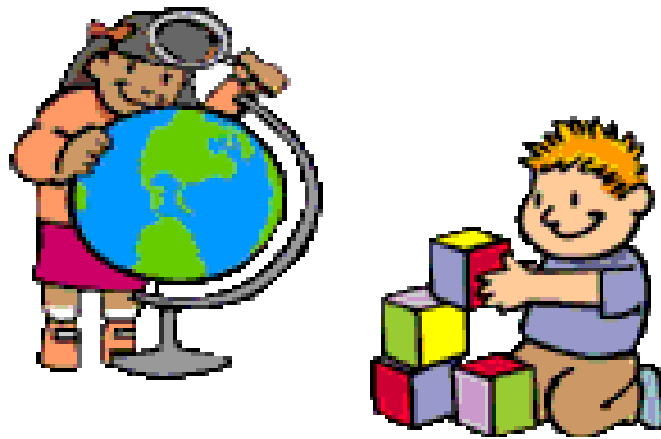


# Wales Elementary School



## Student Handbook

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

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## **Welcome Letter**

Dear Parents/Guardians,

Welcome to Wales Elementary School!

Please note that some of the information presented in this 2020-2021 handbook may be inaccurate due to COVID-19 precautions, guidelines and requirements.

For additional health and wellness information, specifically related to COVID-19, please refer to the documentation at the end of this handbook.

This handbook has been recommended by the Wales School Council and approved by the Wales School Committee to be used as a guide and outline of school procedures and policies. We hope that it is informative for you and your family.

The faculty and staff look forward to working with you in providing the best possible education for your children. Please feel free to call regarding any questions you may have.

Sincerely,

Ms. Linda Christofori

Principal

## **Philosophy of Wales Elementary School**

We at the Wales Elementary School are eager to meet the challenge of providing our young people with the skills to face the world today. We believe this can best be accomplished by a cooperative relationship between our community and our school, using the strengths of both groups. It is our hope that the school and community will share the following responsibilities.

Our responsibilities are:

- to build a strong foundation for every child enabling each one to define and solve life problems now and in the future.
- to provide a relationship that acknowledges both strengths and weaknesses while fostering self-esteem, self-confidence, and self-discipline.
- to maintain a nurturing and safe environment where students can mature physically and emotionally.
- to provide a healthful school environment, not only as a requirement for safety and the prevention and control of disease, but also to develop healthy attitudes and good health management skills and practices.
- to instill an atmosphere of respect and responsibility for the rights, feelings, and property of others.
- to establish and maintain high standards in academic and social settings through developmentally appropriate methods.
- to develop every child's skills for effective communication in listening, speaking, reading, writing, mathematics, arts, and all the sciences including social and computer science.

- to bring realistic experiences into the learning process in a creative way that enhances the understanding of the relationship between learning and life.
- to stimulate appreciation and respect for the arts, the environment, new and different ways of thinking, other cultures and times.
- to foster open lines of effective communication in a community-wide partnership that involves citizens, students, staff and administration.

Our goal is to enhance the quality of life for every child by providing an environment that fosters the development of lifetime skills, dreams and goals. Our hope is to encourage a continuing thirst for knowledge throughout life and to empower the children with the confidence to achieve their potential.

## **Mission Statement of the Union 61 School Districts**

Student learning is the core of everything we do.

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:

- Building communities of learners in which respect for each other, the school and community is fostered.
- 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.

Adopted: 3-15-04

## **Contact Information**

Ms. Linda Christofori, Principal

Mr. Rick Zinkus, Interim Principal

Ms. Sophie Werner, Assistant to the Principal

School Telephone - The elementary school is (413)245-7748.

JP McCarthy & Sons LLC - The bus company telephone number is (413)245-1470. The bus coordinator for Wales is Sandy Kibbe.

## **Elementary School Hours**

Grades K-6 8:30 am - 2:50 pm

Preschool 8:30 - 11:00 am

## **Breakfast**

Every child will be given a “grab-&-go” breakfast on days that they attend school, to be eaten the next morning they are attending school

## **Absences and Tardiness**

Please call the school if your child will be absent. An absence note is required from parents upon return to school. Tardy students must be signed in by a parent/guardian upon their arrival.

## **Early Dismissal**

If you wish your child dismissed during school hours, please send a note with your child stating the date and time he/she is to be released and with whom. Meet your child at the main office. For your child’s protection, an ID may be requested.

## **School Closing and Delays**

Wales is part of Tantasqua School Union #61 along with the towns of Brimfield, Brookfield, Holland, and Sturbridge. Therefore, when the radio stations below announce delayed openings or the cancellation of school in Tantasqua School Union #61, this includes Wales Elementary School.

Wales Elementary School does not make a practice of dismissing early, but arrangements should be made for childcare during the rare occasion when early dismissal is necessary. These arrangements should be discussed with your child so that he/she will know where to go if dismissed early.

## **Residency Requirements**

In order for your child to attend the school, the parent must furnish two proofs of residency, one from category A & one from category B. Examples of accepted proofs are:

### **Category A:**

1. Current paid residential real estate tax under parent/guardian name
2. Purchase and Sale Agreement
3. Rental or Lease Agreement

### **Category B:**

1. Utility bill
2. Voter registration
3. Valid driver’s license

## **Accident Insurance**

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

## **Tantasqua & Union 61 Anti-Harassment Policy**

Anti-Harassment Policy (M.G.L. c. 76, s.5)

**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 gender identity, race, color, religion (creed), national origin, ethnicity, marital status, sexual orientation, homelessness, 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. 1.Has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment;
2. 2.Has the purpose or effect of substantially or unreasonable interfering with an individual's work or academic performance; or
3. 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 Harassment*

Harassment on the basis of sexual orientation 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)

1. The United States Equal Employment Opportunity Commission ("EEOC")

*One Congress Street - 10th Floor*

*Boston, MA 02114*

*(617) 565-3200*

2. 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*

<i>NAME</i>	<i>Position</i>	<i>Phone Number</i>	<i>Address</i>
<i>Dr. Erin Nosek</i>	<i>Superintendent</i>	<i>508-347-3077</i>	<i>320A Brookfield Rd. Fiskdale, MA 01518</i>
<i>Ms. Linda Christofori</i>	<i>Principal</i>	<i>413-245-7748 x. 2001</i>	<i>41 Main St/PO Box 247 Wales, MA 01081</i>
<i>Nicole Colella</i>	<i>Chapter 622 Coordinator</i>	<i>413-245-7748 x. 2046</i>	<i>41 Main St/PO Box 247 Wales, MA 01081</i>

## **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.

## **Assignment Books**

Students in grades 3-6 will be given an assignment notebook from their classroom teachers at the beginning of the year to help them organize the work that is sent home. This book can be a very effective communication tool between home and school.

## **Attendance**

Students are encouraged to attend school on a regular basis. Excused absences include family emergencies or illness. Please schedule doctor/dental appointments and all extra-curricular activities during non-school hours. Tardy/Early Dismissals are disruptive for all children. Every minute is important to the educational process. Please make an extra effort to have children attend the entire day of school – 8:30am to 2:50pm.

## **Bicycle/Walkers**

We need your permission to allow your child to ride his/her bicycle or walking to or from school on any given day during the school year. Permission slips are sent home on the first day of school.

## **Birthday Celebrations**

Birthday celebrations are food free. We will no longer accept or serve any food items to celebrate birthdays at school. This is a change we have made in order to address the needs of students who have food allergies, diabetes, or other health conditions. This supports areas of our health curriculum and the Tantasqua Regional & Union 61 Wellness Policy.

Approved by Wales School Council – May 21, 2008

## **Absence Verification**

For your child's safety, please call the school if your child will be late or absent. If we do not hear from you, we will call home to verify your child's absence.

## **Cell Phones**

Students attending Wales 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. Wales Elementary School assumes no liability for lost or stolen items. Bringing cellular telephones to school is done so at your own risk.

## **Child Abuse**

We are mandated reporters and as such we are legally bound by law to report suspected cases of child abuse. A decision to notify D.S.S. is made by a team consisting of the principal, guidance counselor, nurse and the person reporting the suspected abuse.

## **Civil Rights**

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

## **Conferences**

Parent/teacher conferences are scheduled in the fall. Scheduling for fall conferences will take place in August at Open House. These conferences provide an excellent opportunity for parents and staff to review each child's progress. Please feel free to contact your child's teacher at any time with any concerns.

## **Fine Arts & Physical Education**

Students at Wales Elementary School are exposed to music, art and physical education on a weekly basis. In addition, chorus and instrumental music are available to students in grades 3-6.

For your child's comfort in P.E., dresses and skirts are not recommended. Deck shoes, boots, sandals, and jewelry are not permitted. When classes are in the gymnasium, only non-marking sneakers are permitted.

## **Fire Drills/Bus Evacuation**

Fire drills are held monthly. Bus evacuations are held in the fall and in the spring.

## **Fluoride**

*This program is not available until further notice.*

Our school has an opportunity to participate in the Weekly Fluoride Mouthrinse Program this year. The program will be coordinated and funded by the Massachusetts Department of Public Health, Office of Oral Health.

This simple method of applying fluoride has demonstrated to be both safe and effective in reducing tooth decay 20-40%. Under supervision participating students will rinse their mouths in school with 10 ml. (2 tsp.) of 0.2% neutral sodium fluoride solution for one minute each week. The solution is not swallowed.

The Food and Drug Administration has approved the 0.2 weekly sodium fluoride mouthrinse as a safe and effective means of preventing tooth decay. There are no known adverse effects associated with this procedure.

This program will help improve the dental health of your child, although it will not take the place of regular dental check-ups and proper tooth care at home. Fluoride mouthrinsing is a helpful addition to any other fluoride benefits your child may be getting, either by fluoridated water or from your dentist.

Participation in the mouthrinse program is voluntary and there is no cost to you.

We encourage you to allow your child to participate in this valuable health program.

**YOUR CHILD CAN RECEIVE THIS PROGRAM ONLY IF YOU GIVE YOUR PERMISSION BY SIGNING AND RETURNING THE CONSENT ON YOUR CHILD'S EMERGENCY CARD.**

## **Fund Raising**

(approved Wales School Council 1/19/06)

Student groups wishing to hold a fund raiser must have appropriate approval from the principal. There is to be no fund raising within the school by outside groups.

# School Union 61 Grade Placement Procedures

(approved WSC 12/16/98)

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

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

## **Guidance**

The guidance office at Wales Elementary School is located next to the main office. It serves as the special education office as well as an area that is utilized for individual counseling and parent and teacher consultation. It is staffed by a school counselor who is available to the parents and children of Wales Elementary School as a resource to assist with questions concerning social-emotional health and development. Each child is viewed as an individual with personal strengths and needs who is developing values and standards through interacting with his/her environment. It is our goal to help those interactions be of a positive nature in order to promote self-worth and the respect of others.

## **Health**

### **Health Services**

A registered nurse is assigned to the elementary school. 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 100° 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 family physician.

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. Examples of communicable disease are chicken pox, strep throat, conjunctivitis (pink eye), impetigo (skin infection), head lice, and scabies.

### **Immunizations**

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

	<i>Preschool</i>	<i>Kindergarten</i>
<i>DTP</i>	<i>4 doses</i>	<i>5 doses</i>
<i>Polio</i>	<i>3 doses</i>	<i>4 doses</i>
<i>MMR</i>	<i>1 dose</i>	<i>2 doses</i>
<i>Hib</i>	<i>1 dose</i>	<i>2 doses</i>
<i>Hep. B</i> <i>(for those born on or after 1/1/1992)</i>	<i>3 doses</i>	<i>3 doses</i>
<i>Varicella</i>	<i>1 dose</i>	<i>2 doses</i>

- In addition, lead screening (a blood test) is now required.
- Recent guidelines have changed the requirements for TB (tuberculosis) testing. Only those children determined to be at risk for contracting TB will be tested.
- ALL students in K-12 must receive the seasonal influenza vaccine annually by December 31.

New students entering between January 1 and March 31 must have received a dose of vaccine for the current flu season before entry.

### **Medication Policy**

As policy, only medications needed during regular school hours will be dispensed.

Examples are ASTHMA, BEE STING ALLERGY, DIABETIC REACTIONS and CHRONIC MEDICAL CONDITION. Short term medication given three or four times a day should be kept at home if possible. ALL medication (including cough drops) dispensed at school must be in the original pharmacy container and accompanied by a signed parent/doctor permission form. Medication must be brought in by the parent/guardian. Unused medication must be picked up by an adult when discontinued or by the end of the school year. Unless requested, medication will not be given on early dismissal days.

### **Physical Examinations**

Massachusetts State Law requires the following students to have a physical exam done by their family physician:

- Children entering school for the first time (preschool or kindergarten)
- Kindergarteners
- fourth grades.

### **Screening Programs**

Massachusetts State Law requires the annual screening of all public school children in the following areas: hearing, vision, height and weight. Postural screening is required for students 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 family physician. Also, students who fail any of the screenings will be referred to their family physician for further testing.

## **Health Education**

We have a comprehensive health education curriculum in grades K-6. A portion of the fifth grade program consists of maturational changes in both boys and girls. Parents are notified before this lesson is taught and have the opportunity to view the material. A permission slip is required for each child to participate in the lesson.

## **Head Lice Policy**

Pediculosis (head lice) is a common problem among school children. All children are checked periodically by the school nurse. We take every reasonable measure to prevent the spread of head lice. We also are careful not to embarrass your child. If your child should contract head lice, the following steps are taken: 1. He/she will remain in the nurse's office and parents will be contacted to remove the child from school. 2. After treatment at home, the child must be brought to school by the parent (not on the school bus) to be checked by the nurse. 3. If the child's head is clear of all eggs, then he/she may attend class. If egg cases remain, the child must return home.

## **Homework Policy**

### **Introduction**

Homework is an important component of a child's education. It can take many forms, for example, library research, a science experiment, collecting information for social studies, problem solving, reading, etc.

Homework should be varied for class assignment, group assignments, and individual assignments. Assignments should be appropriate to grade level and the students' abilities, and clearly understood by all.

According to research, teachers' written comments on homework papers are important in improving student performance.

Homework will be assigned for the purpose of:

1. reinforcing materials taught in class
2. improving study skills
3. improving critical thinking skills, concept formation, and information processing
4. developing good study habits
5. developing self-discipline and responsibility
6. promoting parental involvement

### **Role of Parents**

It is important that parents help their child by becoming involved in the child's educational growth. Homework provides that opportunity for parent/child interaction. The following are some suggestions for parents.

1. Provide a reasonable after-school schedule that provides time for play, special interest, and homework.
2. Provide a well-lit, quiet place that is supplied with paper, pencils, a dictionary, etc.
3. Convey the idea that learning takes place anywhere and at any time.
4. Although parental involvement is encouraged, understand that the assignment is the child's responsibility.
5. Help the child to keep on task.
6. Review the homework to see that it is neat and complete.
7. Read to your child every day.



8. If any child is struggling with homework in anyway, it is very important that the teacher be contacted. Wales Elementary School greatly encourages open communication between the teachers and parents of the children.

### **Amount of Homework**

The allotted time and the assigned homework is based on the classroom momentum observed by the teacher. Each teacher spends certain amounts of time on each subject and knows the speed and variation within the class. Therefore, the homework assignment will be assigned according to the teacher's observance of the class in order to meet the educational goals for that grade level. Some children will spend more or less time depending on their abilities, work habits, distraction, etc.

Homework may be assigned over weekends for the purpose of giving children ample time for larger projects, such as book reports, reading assignments, math assignments, preparation for the following week, etc. Sometimes a student may need extra time to complete a weekday assignment. This will be left up to the discretion of the teacher.

Homework during school vacations and holidays will be assigned in the same manner as weekend homework. A teacher may feel that the students will benefit from a reading or writing assignment, for example, in order to review what they've done or prepare them for upcoming lessons.

Failure to complete homework assignments may result in a call to parents, loss of privileges or loss of recess time.

Assignment books are required for grades 3-6. All K-2 homework is labeled as such with a due date.

If a student is ill, homework is usually given after a 2 day absence. Parents should call the office between 8:00-9:00 a.m. Homework can be sent home via another student or picked up between 2:30-3:00 p.m. at the main office. Homework may or may not be sent home if a substitute is covering the class.

### **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.

### **Legal Notices**

#### **WATER QUALITY**

Our water is tested on a regular schedule for 59 volatile organic compounds twice a year in accordance with state regulations. The results of these tests are on file in the office and are available to anyone who wishes to review them.

#### **ASBESTOS NOTICE**

Our building has been inspected for asbestos and asbestos containing material.

We are fortunate not to have any health hazards to our children. However, we are required by the Asbestos Hazard Emergency Response Act to notify you that an asbestos management plan has been developed for our school. These plans are available for review in the school office.

We make routine investigations of all asbestos containing materials in school.

### **INFORMATION RELEASE**

The office and/or classroom teachers may release to the PTF, 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**

Testing results, health records, and other pertinent information are kept in your child's record folder. You have the right to inspect your child's records if you wish. A copy of the general provisions of 603 CMR 23 regarding parent rights is available in the school office.

### **Library**

The school library is not available until further notice. Students have a scheduled time each week to visit and borrow books. In addition, teachers schedule additional time for research projects. The library welcomes donations of good used and new children's books.

### **Lost & Found**

Lost and found articles are kept on the stage. These articles should be retrieved in a timely manner as they are disposed of periodically.

### **Newsletters**

Wales Elementary School publishes a newsletter quarterly. Upcoming events, information, and school activities are featured. The classroom teachers also send monthly newsletters home.

### **Non-discrimination Notice**

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

### **Notes/Permission Slips**

Notes are required if a student is:

1. absent from school for one or more days.
2. being picked up rather than going home on their assigned bus, or will be picked up by someone other than a parent.
3. staying after school for clubs, scouts, sports, etc.
4. walking or riding his/her bicycle.
5. participating in a field trip.

### **Open House**

Wales Elementary School sponsors an Open House in the early fall so that you and your child's teacher can meet. At that time, you will have an opportunity to view the learning setting, hear about the grade level programs, and look at the books and materials your child will be using during the year. There will be a sign-up for fall parent/teacher conferences during Open House. Unlike parent conferences, it lacks the privacy to discuss individual progress. This type of

information can be obtained by contacting the teacher by phone or note to arrange a specific meeting. We encourage the children to serve as your personal guide for the evening.

### **P.T.F.**

The Parent-Teacher-Friends of Wales Elementary School holds one meeting per month. These meetings include discussions of upcoming events, general business, planning school assemblies and fund raising. All parents and guardians of a child are encouraged to attend meetings.

## **Parental Notification Relative to Sex Education**

(Approved WSC Sept. 17, 1997)

In accordance with General Laws Chapter 71, Section 32A, the Wales 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 involves 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 practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

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

- (1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human 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 practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

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

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

## **Photographs/Newspapers**

From time to time area newspapers will write stories about special events at Wales Elementary School. You have the option of not having your child photographed or videotaped by signing the permission form given out at the beginning of each year.

## **Preschool**

Three and four year old children are eligible to participate in our preschool program. We offer two, three, four and five half-day programs. Children must be three years old and toilet trained to enter preschool.

Registration information is available at the elementary school office.

## **Progress Reports**

Parents will be formally notified during each trimester regarding your child's progress. This report is designed to keep you informed and enlist your help in addressing the concern.

## **Recess**

Grades K-6 have one recess per day.

Children are expected to go outdoors for recess if the temperature is above 20°F and if the condition is deemed "safe". Please dress them accordingly. The blacktop is cleared in the back of the building. Snow suits/ski pants and boots are required for children who opt to play in the snow. Children who wear boots to school are expected to bring footwear for indoor use.

Children may stay in for recess for health reasons by parental request and with a doctor's note.

## **Report Cards**

Standards Based Report Cards are issued three times a year for students in kindergarten through grade 6. Questions regarding your child's progress should be directed to the teacher responsible for the grading.

Progress reports are issued mid-term.

The dates report cards are issued vary from year to year. Consult the Wales Window, our school newsletter, for the exact date.

## **PBIS in the Classroom**

When PBIS (Positive Behavioral Interventions and Supports) is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms. The same critical features (practices, data, and systems) come together to promote desired outcomes for students and educators in the classroom. Classroom PBIS practices include preventative and responsive approaches that may be effectively implemented with all students in a classroom and intensified to support small groups or a few individual students. Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of classroom PBIS practices with fidelity. Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify classroom PBIS practices and systems.

## **School Committee**

The School Committee has regularly scheduled meetings every month in the school. There are five members; each elected to serve for three years. The Committee's three main responsibilities are:

- Approving school policies to be carried out by the administration.
- Approving the budget to present at the town meeting.
- Representing the Town during collective bargaining with school employees.

The Wales Elementary School Committee is represented by one member to the Tantasqua Regional Committee. All five committee members sit on the Union 61 School Committee.

## **School Council**

The Wales School Council was formed in 1991. Councils became required by law in 1993. The Council is responsible for:

- Adopting educational goals for the school.
- Identifying the educational needs of students attending the school.
- Reviewing the school building's annual budget.
- Formulating a school improvement plan.

## **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.

## **School/Home Communication**

Communication between home and school is vital to the success of our educational system. Wednesday is designated as "Notice Day". Parents are asked to sign the Wednesday notice envelope and return it promptly to school on Thursdays. We would encourage parents to contact the school whenever there is a question or concern. Should you have a concern, the proper channel of communication is: Teacher, Principal, Superintendent, School Committee.

## **School Lunch/Breakfast/Snack**

(WSC approval 6/98).

Students may purchase lunch in the cafeteria for a small fee or they may bring their lunch from home. Milk can be purchased separately. Reduced-price or free lunch is offered to those who meet the requirements. A breakfast program is offered daily. Money for lunch and milk is collected daily. Parents are welcome to pay one week in advance.

A monthly menu including breakfast is sent home. Lunch/milk prices are stated on the menu. Snacks are available for purchase through the school cafeteria.

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file an employment complaint, you must contact your agency's EEO Counselor (PDF) within 45 days of the date of the alleged discriminatory act, event, or in the case of a personnel action. Additional information can be found online at [http://www.ascr.usda.gov/complaint\\_filing\\_file.html](http://www.ascr.usda.gov/complaint_filing_file.html).

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (PDF), found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Individuals who are deaf, hard of hearing or have speech disabilities and you wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotope, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the State Information/Hotline Numbers.

## **Security**

The School has a "Locked Door Policy" approved by the School Committee as of 1/15/03. All persons entering the building must do so by the front door. A buzzer entry to the left of the building to gain access has been implemented. Parents are asked to check in at the office upon entering the building.

## **Special Education/Title I/Speech Occupational Therapy/Physical Therapy**

A variety of special services are available to Wales' students. Forms and help are made accessible through the guidance office. Referrals are made by the classroom teacher.

## **Student Conduct**

The entire staff of Wales Elementary School has the goal of establishing an atmosphere throughout the school in which children feel safe, secure, happy, and have a maximum opportunity to learn. Please refer to section on PBIS.

The complete discipline code is found in the back of this handbook.

Personal items with the potential to cause harm to others or distract from the educational process are not permitted on school property. This includes shoes with wheels, toys, games, electronic devices including: iPods, Game Boys, cell phones, etc....

## **Student Records**

### **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 September of the current school year.

## **Testing**

Standardized tests are administered to the following grades.

MCAS or other State required assessment - grade 3-6

Assessments:

STAR Reading & Math – gr. 2-6

## **Tutors**

Home and/or hospital tutoring is available through special education for children who are chronically ill or will be absent from school for fourteen days or more because of illness or disability. Parents who wish to request an evaluation or have a child in need of home or hospital tutoring should contact the guidance counselor at the school. The entire process will be explained in detail.

## **Use of School Facilities**

The gymnasium is available for use by town organizations. Forms for reserving the facility are available in the school office. You must have a certificate of insurance for general liability coverage which names the Wales School District as the



“beneficiary” unless you are a “Town Group” covered by the town’s insurance policy.

## **Tantasqua/Union 61 Acceptable Electronic Network Use Policy**

FILE: IJNDB

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.
- Bullying or Cyberbullying
- 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 and/or campaigning.
- Users may only use the system to communicate with elected representatives on issues related to a class assignment or project and to communicate with elected officials only for school/district related activities and/or 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 without the permission of the Principal or Superintendent.

### **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 user 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 videoconference 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.

TRSD Adoption: December 18, 2007

Holland Adoption: February 14, 2008

Brimfield Adoption: January 22, 2008

Sturbridge Adoption: January 3, 2008

Brookfield Adoption: February 12, 2008

Wales Adoption: June 18, 2008

Amended First Reading: November 16, 2010

Amended Adoption: December 21, 2010

Amended Second Reading: December 21, 2010

Cross References JICFB-1, Bullying Prevention and Intervention

**TANTASQUA REGIONAL/UNION 61 Remote Learning Student Code of Conduct**

As remote learning becomes more common practice in our school district, it is expected that all rules for in-class instruction will be transferred to the remote environment. In addition to adhering to all aspects of the District’s Empowered Digital Use Policy, File IJND, the following rules and procedures are established for students receiving remote learning:

- All Acceptable Use Policy and Student Handbook rules continue to be in effect during Remote Learning.
- Students will not use cell phones during synchronous sessions, unless directed by the teacher or using as a device to access the teacher directed remote learning.
- Students will only use blank or solid color backgrounds, or no background at all, during Synchronous remote learning.
- First and last names will be used by students when labeling their “window”
- Comments and responses will be provided verbally, unless otherwise provided for by the teacher.
- Students should be attentive to synchronous sessions at all times, just as during in-person school sessions.
- Student attendance will be required at all sessions, and attendance will be taken with advance notice being provided for tardiness and absences to the extent possible.
- Synchronous Learning Sessions are not intended to replace parental/family/guardian supervision.
- All work products will be graded as during in-person school operations, except as altered by the establishment of an SEL Plan, IEP, 504, or similar arrangement.
- Student recording of live synchronous learning sessions will be strictly prohibited.
- Parents/Guardians/Siblings, etc., are not permitted to participate in, disrupt or record a Synchronous Learning Session unless explicitly granted permission because doing so violates the confidentiality of the other students in the synchronous learning session.
- Asynchronous lessons posted by any staff member cannot be reproduced or shared.
- Any violations of this policy shall be forwarded to the appropriate administrator for disciplinary measures.

By signing below, I acknowledge that I have completely read, understood and agree to abide by the Remote Learning Code of Conduct

Name of Student	Signature	Date
<hr/>		
Name of Parent	Parent Signature	Date

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## **Visitors/ Volunteers**

Visitors are always welcome. If you wish to meet with a specific person, please call the school to set up a time. All visitors/volunteers should enter the building through the main office door, check in at the office, and wear a visitor badge for the duration of the visit. The badge policy was implemented for safety reasons and is only effective if it is consistently followed.

To avoid unnecessary interruptions, please bring items to be delivered to your child to the office. We will bring them to the classroom at the appropriate time.

Parent support is vital to the effectiveness of the overall school program. Volunteer programs involving parents and other community members can help strengthen existing school programs and introduce new programs.

All parents are encouraged to become involved in our volunteer program. The primary requirement is an interest in the education of children. It is important to be dependable and be prepared if specific skills are involved. Time spent in the classroom or school can make a difference in the quality of programs that are provided.

Volunteers can serve the school in many capacities. If you are interested in checking out the service possibilities contact the principal. All volunteers must attend a mandatory Volunteer Workshop yearly.

State law requires all school volunteers have a CORI check on file (updated every three years).

## **Tantasqua Regional & Union 61 Wellness Policy**

Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the School Food Authority, school board, school administrators and the public. The Local Education Authority (LEA) will establish a plan for measuring implementation of the local wellness policy.

### **Wellness Policy**

The Tantasqua Regional & Union 61 School District 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 Tantasqua Regional and Union 61 school district 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. Nutrition Education will be provided through classroom instruction, handouts, newsletters, websites, and other multimedia sources.
3. Nutrition Education is integrated across the curriculum throughout the school day.

### **Physical Activities**

1. Students and community members are encouraged to use the school's 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:
  - a. A la carte items
  - b. Beverage contracts
  - c. 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.
  - a. Fundraisers
  - b. School stores
  - c. 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 on a regular basis annually to and 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.

Members of the Tantasqua/Union 61 Schools' Wellness Committee included physical education teachers, school nurses, health educators, representatives from food services and parents/community members (some of whom also served in other capacities, i.e. PE teachers, school nurses, health educators, food services representatives).

First Reading: September 20, 2006

Second Reading: October 18, 2006

Adoption October 18, 2006

## **Bullying Prevention and Intervention Plan**

Tantasqua Regional and Union 61 School Districts

Including the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales

WALES SCHOOL DISTRICT (0306)

### **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, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, or homeless students may be more vulnerable to becoming targets of bullying, harassment, or

teasing. 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.

- 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 school 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 school 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: PBIS, 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.

## **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,<sup>1</sup> 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.

B. *Responding to a report of bullying or retaliation.*

1. Safety: See Appendix A District Incident Reporting Form.

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; and
- 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.

## **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.

### **Appendix A**

#### **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): \_\_\_\_\_

4. Your contact information/telephone number: \_\_\_\_\_

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.

#### 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: \_\_\_\_\_

#### TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM: Page 2

#### II. INVESTIGATION

1. Investigator: \_\_\_\_\_ Position: \_\_\_\_\_

2. Interviews

☐ Interviewed aggressor

Name: \_\_\_\_\_

Name: \_\_\_\_\_

☐ Interviewed target

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

Name: \_\_\_\_\_

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

☐ Interviewed witnesses

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 attach to this document)

### III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO

☐ Incident documented as: ☐ Bullying ☐ Retaliation ☐ Discipline referral only

2. Contacts:

☐ Target's parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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

☐ Aggressor's parent/guardian: \_\_\_\_\_ ☐ Law Enforcement: \_\_\_\_\_

☐ District Equity Coordinator (DEC): \_\_\_\_\_

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

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

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ STEP referral ☐ Suspension

☐ Community Service ☐ Education ☐ 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: \_\_\_\_\_

Report forwarded to Principal (if Principal was not the investigator):

Date \_\_\_\_\_

Report forwarded to Superintendent:

Date \_\_\_\_\_

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B- Wales Elementary School Student Code of Conduct

### Philosophy of Discipline

#### 1. PBIS objectives:

- The School has a PBIS code in order to maintain an environment that is clean, safe, and conducive to learning.
- A school atmosphere in which children are considerate and caring toward others is expected and modeled.
- Certain guidelines exist which help define what is inappropriate and what consequences prevail when students choose to misbehave.

- A PBIS Plan is a key factor in protecting everyone's rights.
- Rules and regulations are especially necessary for students to derive the maximum benefit from the educational process.

2. *Expectations:*

- (i) PBIS is the training that develops self-control, character, orderliness and efficiency.
- (ii) Students must develop self-responsibility, learn to control their own behavior, and take pride in their work.
- (iii) The desired outcome of a PBIS is self-discipline i.e., the ability of a student to control his/her own behavior.
- (iv) The ultimate goal is that through self-respect all students will learn to respect the rights and privileges of others.

3. *Roles of parents, students and teachers:*

- PBIS is a result of a cooperative effort of the educational staff, parents and the students of the school.
- Students have a responsibility to conduct themselves in a manner that is in the best interest of the school and its students. PBIS expectations and respect are interrelated. A child should have respect for others and their property, and most importantly for themselves.
- Parents have a responsibility to help their child develop positive attitudes towards study and behavior.
- Teachers have a responsibility to foster positive behavior development through teaching and PBIS expectations in the classroom.
- The administration and the school committee have a responsibility to support and maintain the enforcement of discipline within the school environment.

## **PBIS**

All pupils who enroll in the Wales Elementary School regardless of age will be expected to conform to the established policies of the Wales Elementary School Committee and administration. Furthermore, all teachers and all school employees will be expected to enforce the current PBIS expectations policies.

Students shall conduct themselves consistent with their level of maturity during the school day and at all school functions.

Each teacher will develop and submit to the principal examples of positive reinforcement for his/her class that is age appropriate, adaptable and flexible. Examples must be submitted by October 1 of each school year. This will be kept on file in the principal's office for public access.

## **Categories of Misbehavior**

The following behaviors represent a partial listing of misbehaviors requiring disciplinary action. Any behavior not listed below does not preclude the rights of the teacher and/or administrator from taking disciplinary action.

*Lack of courtesy to others:*

- disruptive behavior in the classroom, i.e. depriving students of precious lesson time, use of unapproved electronic or regular toys
- disrespect
- inappropriate language, including swearing and noises
- rudeness

- defiance
- jeopardizing the health and safety of others, i.e. dangerous paraphernalia
- destruction of personal property
- fighting/teasing
- hazing
- harassment (Union 61 Harassment Policy is on file in the office) - bullying or cyberbullying

*Disregard for authority:*

1. violation of school rules
2. disruption of school
3. failure to report for detention
4. unexcused tardiness or absence
5. aggression of assault
6. theft or possession of stolen goods
7. use or possession of dangerous or illegal devices/substances
8. loitering in the bathroom or hallway

*Destruction of school property*

- littering, graffiti
- loss of equipment or books
- defacing or damaging equipment, property or structure
- vandalism

**HAZING LAW - CHAPTER 536**

Any person involved in the organization or participation of a hazing incident will be subject to criminal prosecution and immediate suspension from the school community for a period not to exceed ten days.

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Possession of a dangerous weapon and/or a controlled substance

Any student who is found on the school premises or at school related events in possession of a dangerous weapon, including but not limited to a gun, knife, or controlled substance, will be subject to expulsion from school. Legal Reference: Ch. 71, S. 37H (Adopted: 10/6/93)

We are required to report any violation to D.S.S. and the police.

**Use of tobacco**

The use of all tobacco products within school building, the school facilities, on school grounds, or on school buses by any person is prohibited. Legal Reference: Ch. 71, S. 37H (Adopted: 10/6/93)

1. First Offense - The principal will meet with the student and inform the parent/guardian of the offense. The offense will be recorded on the student's discipline record.
2. Second Offense - The student will be suspended from school for a period of one day, and the offense will be recorded on the student's discipline record.
3. Repeated Offenses - The student will be suspended from school for a period of three days, and the offense will be recorded on the student's discipline record.

### **Disciplinary Action and Consequences**

Any act by a student that infringes on the legitimate rights of another individual will be subject to disciplinary action. The disciplinary actions and consequences will follow a sequential process. Only in special cases, such as insolence, will the teacher or principal not adhere to this sequential process. The principal must document such cases.

- warning/reprimand
- revoking of special responsibility or projects
- parent notification in writing to be signed and returned and notification to school counselor
- principal/student conference
- principal/student/parent conference suspension
- referral to social/psychological service agencies
- referral to superintendent referral to police referral to school committee
- request for parent(s)/guardian to meet with the School Committee
- expulsion
- A teacher may choose after school detention as an option with parental permission.

### **STUDENT DISCIPLINE**

The 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.

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

*Suspension:* In every case of student misconduct for which suspension may be imposed!), a 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, a 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.

*Emergency Removal:* A 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.

[1] Except for offenses referenced in the note at the end of this policy.

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. A 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.

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.

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.

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.

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 a 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.

*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 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 12: 71:37H3/4; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: 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 a principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or Wales School Committee Policies 37H1/2.

The principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

First Reading: Second Reading: Adoption:

June 17, 2015 September 16, 2015 September 16, 2015

In lieu of suspensions the teacher and the principal may assign a community service project.

*Restitution for destruction of school property:* The parents of anyone who defaces, destroys or damages school equipment or property will be required to make restitution for the total replacement cost, including labor, material and shipping. Restitution does not preclude other disciplinary action.

## **Legal Notices**

The following legal statements are required to be included in this handbook.

### **Discipline of Students with Disabilities**

A student with disabilities has all the rights that a typical student has under state law and regulations, in addition to the procedural and other rights afforded to 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, or 10 cumulative school days in any school year, using the same disciplinary procedures as apply.

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) For any student served on a 504 Plan or IEP, the Section 504 Team or special education Team should consider the need to conduct 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) 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.

- c) 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, and the student's 504 Plan or IEP; 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

- (i) 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.
- (ii) the conduct was caused by, or had a direct relationship to, the student's disability.

If the manifestation determination decision is that the behavior was related to the student's disability, then he/she must be immediately returned to his or her current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another, as discussed below). The student cannot be removed unless the Team and the parent/guardian agree on a different placement, or 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 remove 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.

**In the case of a disagreement with the Team's determination:**

If the parent/guardian disagrees with 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 manifestation determination by requesting a due process hearing from the Bureau of Special Education Appeals (BSEA).

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.

If, after the manifestation determination, the student on a 504 Plan or an IEP is nonetheless removed from school, he/she is entitled to receive FAPE as of Day 11 of being removed from his or her educational placement. What services are necessary to provide FAPE during the student's removal should be determined by the Team.

**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. 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.

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.
  - (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.

Revised 3/11/16

## **Bus Rules**

### **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 place five minutes prior to the designated pick up time and ready to get into the bus with the last 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.
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, 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 a radio on the bus.
16. Do not tamper with 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 a 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 privilege 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 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 him/her, he/she must report to the bus company for a new one before he/she will be allowed to ride the bus again.

## **Playground Rules**

- Always do what the teacher or aide tells you to do. They are concerned with your safety.
- Always stay within sight of teachers or aides.
- No throwing rocks, sticks, snowballs, or other things that might hurt someone.
- No wrestling or fighting.
- Remember that everyone likes someone who shares.
- Never leave the playground area to chase after a ball. Call an adult for help.
- No rough games allowed.
- Do not kick, hit, or throw any type of balls against the building.
- Once you are outside, you are to remain outdoors unless otherwise instructed or have permission to enter the building.
- Do not play around or near buses or cars.
- Don't cross through a group playing a game to get to the other side of the playground. Walk around!
- Never leave bicycles on the playground. Always put them in the bicycle stand.
- Tell your teacher about broken things on the playground.

## **Monkey Bars**

- No shoving, pushing, or horseplay
- Be careful not to step on classmate's hands
- Do not hang upside down from the bars
- Do not play underneath the bars while others are above you

## **Overhead Bars**

- Go in one direction only
- Do not hang upside down on the bars
- No pushing or shoving
- No climbing or standing on top of the bars
- Do not run under equipment when classmates are going across

## **Swings**

- Use swings in the sitting position only
- No jumping off swings

- Do not cross directly in front of or behind swings while someone is swinging
- Only one person per swing
- Do not climb on support poles
- Do not twist on the swings
- Swing only straight forward and backward - not sideways

## **2021 Health and Safety Guidelines For Parents Regarding COVID-19**

It is required that you check your child carefully for symptoms of COVID-19 before sending them to school each morning. It is important that you notify the School Nurse of any illness during the school year.

These include:

- |   |   |
|---|---|
| • Fever of 100° F or higher               | • Shortness of Breath or Difficulty Breathing |
| • Chills                                  | • Muscle or body ache                         |
| • Cough not associated with chronic cough | • New Loss of Sense of Taste or Smell         |

These symptoms are considered to be related to COVID if in combination with other symptoms and include:

- |                         |              |
|-------------------------|--------------|
| • Nausea                | • Runny Nose |
| • Vomiting and Diarrhea | • Headache   |
| • Congestion            | • Fatigue    |

You should not medicate your child for a cough, headache or elevated temperature before sending them to school for the safety of everyone. Students medicated with fever reducing medication or cough suppressant before leaving for school will not be permitted to remain in school.

It is necessary that you provide an emergency list of people who are able to pick your child up from school as soon as possible and at least within 45 minutes if they are ill and need to be dismissed from school. If parents/guardians cannot be reached, the Health Office staff will dismiss ill students to any emergency contact on record provided by the parent.

Students must wear a mask in the Health Office as mandated by the Center for Disease Control and Protection (CDC). Students experiencing symptoms of illness will be placed in an area separate from other students with a mask while they wait to be dismissed if further evaluation is required as determined by the School Nurse.

If the Health Office staff dismisses your child for further assessment by their doctor, they are only allowed to return to school with a doctor note, a negative COVID test, or they must quarantine for 10 days. Test results from tests performed at home are not accepted.

If a student receives a positive COVID test result, they will be required to stay home to isolate for 10 days and may only return to school if fever free for 24 hours and symptoms have greatly improved.

If a student is considered to be a close contact, it will be recommended that they get tested on day 5 following exposure and they will be required to stay home to quarantine for 7 days regardless of a negative test.

- Close contacts who must quarantine or get tested are considered to be anyone who is within 3 feet of a confirmed case for more than a cumulative total of 15 minutes while indoors.
- Testing options are available to eliminate a quarantine for your child with a signed consent. These include testing your child for mild symptoms that develop during the school day. The School Nurse can perform a BinaxNow rapid antigen test and if the result is negative, your child may remain in school if symptoms are mild as determined by the School Nurse. If your child is considered a close contact, they may be tested by the School Nurse with the BinaxNow rapid antigen test for 5 consecutive days following exposure. If their results remain negative and they are asymptomatic, they may return to school each day.

Students will be required to utilize the soap and hand sanitizer provided at school for scheduled hand washing and hand sanitizing but are allowed to bring their own products from home if preferred. These products may not be shared with other students.

Bubblers will be closed except for refilling of water bottles. Please send your child with their own water bottle daily.

All individuals must wear a mask on the school bus as mandated by the CDC.