

OXFORD ELEMENTARY SCHOOLS PARENT-STUDENT HANDBOOK

2019-2020

Revised – May 2019



A. M. Chaffee Elementary School



Clara Barton Elementary School

The students of the Oxford Public Schools are expected to adhere to the sections of Massachusetts General Law as they pertain to schools and schooling.

The Oxford Public School District does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, pregnancy, pregnancy-related conditions, homelessness, or limited English proficiency.

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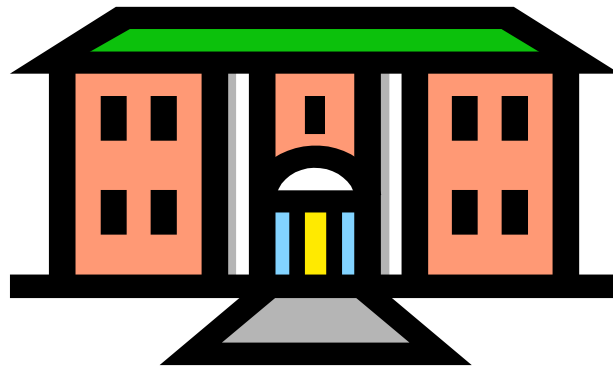
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INTRODUCTION

The information contained in this handbook was carefully prepared in order to inform parents and students of the policies and procedures of the Oxford Elementary Schools.

We urge you to read it carefully with your child in order to understand expected behaviors that will insure a pleasant learning experience.



The students and staff of the Oxford Public Schools are expected to adhere to the sections of Massachusetts General Law as they pertain to schools and schooling.

The Oxford Public School District does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, pregnancy, pregnancy-related conditions, homelessness, or limited English proficiency.

STUDENT ASSESSMENT REPORTS

Teachers may send notes or make telephone calls to parents of students whose academic work is deficient. The purpose of these communications is to inform parents of their child's possible failure, and to encourage them to become actively involved in attempts to prevent such failure.

REPORT CARDS

Marking in the elementary schools is based the following performance levels:

GRADES K-2

| Performance Levels | |
|--------------------|--------------------------|
| | |
| 4 | Exceeds the standard |
| 3 | Meets the standard |
| 2 | Approaching the standard |
| 1 | Area of concern |
| X | Not graded this term |

GRADES 3 and 4

| Performance Levels | |
|--------------------|--|
| | |
| A | Advanced (Students at this level demonstrate a comprehensive and in-depth understanding of the rigor subject matter) |
| P | Proficient (Students at this level demonstrate a solid understanding of challenging subject matter) |
| NI | Progressing but Needs Improvement (Students at this level demonstrate a partial understanding of subject matter) |
| W | Warning (Students at this level demonstrate a minimal understanding of subject matter.) |
| X | Not graded this term |

PARENTAL CONFERENCES

Parental conferences are encouraged as an effective means of communication between home and school. At least once a year, usually at the close of the first marking term, conferences are scheduled by school personnel. Frequently, teachers will request additional conferences. Parents are encouraged to initiate additional conferences with the teacher, adjustment counselor, or principal whenever desired. Arrangements for a mutually agreeable time can be made by contacting the school office.

PROMOTION AND RETENTION OF STUDENTS POLICY

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Students in 4th grade must pass at least two (2) of the following: mathematics, social studies, science, language arts to be promoted to the 5th grade. A pupil may be retained if the final grade of "AC" is received in language arts or mathematics. A pupil may be retained if he/she consistently works below grade level in language arts, mathematics, social studies or science, as recommended by the teacher and principal of the building.

In Elementary School, failure of one or two core subjects and poor performance in other core subjects or any absenteeism of eighteen (18) days during the current school calendar may also result in retention. These individual cases will be handled by the principal.

In support of this policy, the Oxford School Department supports the following procedures as proposed by the National Dropout Prevention Center:

1. All students must be periodically assessed in order to determine their educational progress.
2. School scheduling must be flexible to allow for daily alternative curricular interventions to meet the students' identified needs.
3. Out-of-school experiences must complement and be coordinated with other curriculum-based interventions.
4. Teachers must receive continuous, intensive, professional development in a variety of educational strategies to successfully implement those interventions.
5. Parents must be informed and involved throughout the assessment/intervention process.
6. Sufficient resources must be allocated to provide the support so that all students make continuous progress.

ELEMENTARY ATTENDANCE POLICY

The Elementary Schools believe that regular attendance and class participation are essential to learning. The schools have the responsibility to provide quality instruction and learning opportunities while teaching the societal values of attendance and punctuality. Everyday attendance provides for uninterrupted learning, less time spent on make-up assignments and full participation in classroom activities.

Regular and punctual attendance is required and monitored. Extended absences should be avoided. Parents will be notified of excessive absences and tardiness. The expectation is that families will not make appointments or take vacations while school is in session. Students must be in school for 3.0 hours or more to be considered “present” for the school day.

Student Absence

The steps listed below must be followed when students are absent from school.

1. The parent must call the school.
Clara Barton School by 8:50 A.M. 508-987-6066
A.M. Chaffee School by 9:05 A.M. 508-987-6057
2. Upon return to school, students must bring in a note signed by their parent explaining the reason for the absence. A note from a doctor may be required following a prolonged absence.
3. For absences due to reasons other than illness or the death of a relative, the school must be contacted prior to absence.
4. Excessive or unexplained absences will result in parent notification, principal follow-up and, if necessary, teacher or principal conference.
5. The student and/or parent must check with child’s teacher about missed work.
6. More than eighteen days absent for a school year may result in a student being retained. Excessive absences and tardies interrupt your child’s learning.
7. A call will be made to a parent by the school if the parent does not call in the student absence.

Making Up Assignments

Students with absences will be given the opportunity to make up work missed in accordance with the following guidelines.

1. It will be the students’ and/or parents’ responsibility to arrange for making up missed work when the child returns.
2. The time limit for work make-up will be the number of days missed.
3. Teachers **will not** be expected to prepare and/or assign any class work for students to take on a trip or a vacation.
4. Students may be required to do alternative assignments in place of missed classroom activities when going on a trip or a vacation.
5. In order to maximize learning opportunities children should be in school during the regular school session.

Student Tardy

The following procedures will be abided by when students are late for school.

1. Students will be considered tardy if they are not **in their classroom** on time.
Clara Barton School by 8:50 A.M. A.M. Chaffee School by 9:05 A.M.
2. Students arriving at school late must report to the office with a parent or guardian to get a tardy slip to turn in to their teacher.
3. Chronic tardiness will result in parent notification, principal follow-up, and, if necessary, a visit from the support staff and/or administration. Habitual cases may be referred to truant officer and/or DCF.

Early Dismissal

The actions listed below must be adhered to when students are being dismissed prior to the end of the school day.

1. Parents must make requests in person or in writing.
2. All children who are being dismissed must be met at the school office.
3. For the safety of the students, a person other than a parent/guardian will be requested to furnish identification prior to the dismissal of a child.
4. Early release of students just prior to the closing of the regular school day is discouraged.
5. Please schedule doctor or dentist appointments after school or during vacation week.

DRESS CODE

When dressing for school students will:

- Be neat and clean in appearance
- Choose clothing that does not interfere with health and safety (this includes flip flop sandals)
- Choose clothing that is not a distraction to learning such as those with inappropriate advertisements or symbols.
- Short sleeved shirts will be acceptable for all. No tank tops.

INVITATION POLICY

Students who wish to pass out invitations **in school** for special occasions such as birthdays, special celebrations, or parties, etc., must adhere to the following policy:

- Student must inform the teacher prior to event
- Student can pass out invitations to all students; or
- Student must pass out an invitation to all boys if student is a boy; or
- Student must pass out an invitation to all girls if student is a girl

This policy applies to in school and on the bus.

CODE OF CONDUCT

The following guidelines and policies apply to all elementary schools:

Expectations for Student Behavior

The development of good behavior in the elementary school is a teaching process that has a positive effect on the student and the learning environment. School is a place where children and adults learn and spend many hours together. A school needs rules of behavior to make sure that everyone can be free of distraction, fear, or discomfort, so that learning can take place. Each student and teacher has the following rights in school:

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

School rules are designed to protect these rights.

Oxford Elementary School Students at all times will:

- Respect and not break, damage, or deface the school property – buildings, grounds, materials, and furnishings.
- Respect the personal property and school materials of others.
- Respect the rights of fellow students without fighting, teasing, or name- calling.
- Use language that is free of vulgarity and profanity.
- Be honest in their words and deeds.
- Act in a way that does not disrupt learning.
- Walk, not run, in the hallways and conduct themselves in an orderly manner.

In the cafeteria students will:

- Enter and leave quietly.
- Talk quietly to their friends.
- Clean table and floor around table.
- Cooperate with the cafeteria staff.

Before and after school, students will:

- Arrive at Clara Barton no sooner than 8:35 am and at A.M. Chaffee no sooner than 8:50 am and go directly to their assigned classroom.
- Report to the office if tardy.
- Walk directly home from school on the sidewalk, if there is one, and not on the roadway.
- Always be aware of safety in the walker line.
- Wear helmets if riding a bike and lock the bike in the rack provided upon arriving at school. Written permission from parent/guardian is required.
- Students who are absent or suspended from school will not be allowed to participate in any of the After School or Evening Programs.

At the Bus Stop and On the Bus

- Students will be expected to follow all bus safety rules.
- School policy for cell phones/electronic devices will apply (See p. 17)
- Expectations for student behavior as listed under Code of Conduct, applies. (see p. 9)
- Students who engage in inappropriate behavior will be subject to the same school consequences including suspension from the bus.

Students Who Engage in Inappropriate Behavior

Consequences may range from warnings to loss of certain school privileges to suspension from school. **Each elementary school has a program in place that helps students reflect and improve upon their personal behavior.**

If inappropriate behavior disrupts the learning of other children the child may be temporarily separated from the classroom into a designated area in the school. In those rare instances when a child's actions may be detrimental to the health or welfare of the school, the child may be separated from the school 1 – 3 days. In these cases, parents will be notified.

Student Discipline, Suspension and Expulsion

The Oxford Public School District shall adhere to and follow the requirements as to student discipline, including in-house suspensions, short-term suspensions and long-term suspensions, established by Mass. General Laws Chapter 71, Sections 37H, 37H1/2 and 37H3/4 and Code of Mass. Regulations Chapter 603, Sections 53.00 – 53.14, as such statutes and regulations have been most recently amended, a copy of which the superintendent of schools shall have posted on the district web site, and as such may be amended from time-to-time. Regulations and detailed information can be found by accessing the following link: [STUDENT DISCIPLINE REGULATIONS](#)

Suspending Students with Special Needs

1. Suspension shall be defined as any action which results in the removal of a student from the program in his/her I.E.P., i.e., both in-school and out-of-school suspension are included.
2. The Special Education Department Director will receive the "Counselor Copy" of the discipline notice when a special needs student is suspended.
3. The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if modification is required. If a modified discipline code is required, it will be written into the I.E.P.
4. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P., as provided in the IDEA 1997 Regulations will be held to determine the appropriateness of the student's placement or program.

Section 504 is a federal status that prohibits discrimination based upon a disability. Obligations for school districts start when federal funds are received. Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them

to work or learn. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under Section 504. A person may be considered disabled under the definition of Section 504 if the individual has a mental or physical impairment, which substantially limits one or more of such person's life activities. When a condition does not substantially limit a major life activity, the individual does not qualify for services under Section 504.

EMERGENCY INFORMATION

Cancellation of School

When adverse weather conditions threaten, school may be cancelled or delayed two hours. Parents are requested to listen to the local radio and television stations. Please refer to the yearly "NO SCHOOL" notices for a listing of stations. In addition, school district telephone notification system will be used for no school, delayed opening, early dismissal, or emergency notification. Information can also be found on the Oxford Public School District website which is www.oxps.org. The local cable station will also carry emergency information.

A delayed opening means that all schools will open two hours later: Clara Barton school will begin at 10:50 am and A.M. Chaffee school at 11:05 am, with all bus routes also starting approximately two hours later than the regular pick up time. On days when there is a delayed opening, morning pre-school sessions will be cancelled. Afternoon pre-school sessions will start at the regular time.

On rare occasions it may be necessary to have an early dismissal. Please prepare a plan and discuss it with your children. **Make sure that you keep the school office updated with phone numbers.**

Lockdown Drills

Lockdown and shelter in place drills are held at regular intervals throughout the school year. The District has adopted A.L.I.C.E. as our protocol:

1. Alert- The building will be notified of the exact threat that may be in the building
2. Lockdown- Staff and students to go to a locked room, move away from the door and remain silent.
3. Inform- Staff will wait for any real time updates to be prepared to make decisions of possible evacuation.
4. Counter- Staff and students will prepare to counter and disrupt the intruder if they enter the room.
5. Evacuate- Staff will determine if it is safe to evacuate or remain in lockdown until the crisis is over.

Please note that there is no prescribed order to the above acronym and teachers are trained to make decisions in the best interest of everyone's safety. These drills and conversations will be ongoing with students, the community and parents. It is something we all hope never will be needed, but we need to be prepared and know how to react if needed.

TRANSPORTATION

Bus Regulations

The School Committee has established that elementary school children who are not regular bus students will not be permitted to travel on school busses, nor will regular bus students be allowed to ride alternate busses, or get off assigned busses anywhere other than their regular bus stops. Exceptions to this policy will be considered, on an individual basis. Such requests must be presented in writing to the building principal. Sudden emergencies will be handled as they arise.

Students attending meetings of Scouts, Campfire Girls, Religious Education classes, etc., or visiting friends, going to parties, and the like, must find other means of arriving at their destination. If regular bus students wish to be excused from riding home on the bus, they must present a note requesting that permission.

Bicycles

Students must have written permission from a parent/guardian in order to ride a bike to school. Bicycle racks are provided at school. Bikes are to be kept in the rack throughout the day. Lock your bikes. The school is not responsible if your bike is stolen. Students are required to wear bicycle helmets when riding their bike. Children not wearing helmets will lose their privilege of riding a bike to school.

STUDENT SERVICES

In an effort to assist students in reaching their full potential, supportive services are available.

Guidance/School Adjustment Counselors

Guidance personnel strive to understand and promote better student adjustment and achievement. Parents are invited to request, through the principal, assistance from the guidance department whenever the need arises.

Title 1

In schools that qualify for Title 1 services, supportive instruction in reading and/or math is available.

Special Education / IDEA 1997

In accordance with Massachusetts General Laws, IDEA 1997, screening and evaluation procedures are followed to identify students in need of other special services. These may include speech therapy, learning disabilities instruction, or adjusted class placement. Through cooperative effort between parents and school personnel, individual student programs are established to meet these special needs.

Academic Support

Instructional staff at Clara Barton and AM Chaffee will provide remediation and/or enrichment after school every other week.

Food Service

The school lunch program offers a nutritious meal at minimum cost. Free and reduced lunches are available to those who qualify. Applications for these are sent home at the beginning of the school year and are available at other times by request. Milk is available for those students who bring their lunches to school.

SCHOOL ACTIVITIES

Visiting the School

We are happy to have parents visit our schools. However, as welcome as parents are, such visits may also focus attention away from classroom instruction and become a distraction to both the teachers and students. Parents are welcome to visit after arranging a time with the classroom teacher. Parents should drop off or pick up their child at the door before and after school. Parents should not be in the classroom areas bringing or getting their child.

Visitors should wear a visitor badge from the office and should have a specific purpose for being at school. Parents should not walk their child to the classroom in the morning.

Parent Organizations

Each elementary school has an active parent organization, complete with monthly meetings, a slate of officers and sub-committees. These organizations provide the school with educational, social and fundraising activities. Getting involved is a good way to be of service to your school and ultimately to your child. Volunteers are essential to these organizations remaining active.

Each school is required to establish a school council pursuant to Massachusetts General Laws Chapter 71 Sections 59C of Section 53 (as added by Section 53 of Chapter 71 of the Acts of 1993). Our elementary school council is a representative, school-based committee and composed of the principal, parents, teachers, and community members.

The Parent - School Partnership

Schools are most effective when they have strong relationships with families. The foundation of a strong family/school partnership is regular, open communication – newsletters, notices, open houses, and other events are scheduled on a regular basis. Please be sure to ask if your children have any newsletters or notices from school.

Parents should feel comfortable contacting the school when questions or concerns arise. We ask that you follow a logical chain of communication by contacting the classroom teacher as an initial step. In the event that you are not satisfied with the solution or are unable to resolve an issue, you should contact the Principal. In the rare event that your problem is not addressed at the building level, you should contact the Superintendent of Schools. Parents should also feel free to contact counselors, specialists (therapists, special subject teachers, etc.), and administrators as needed.

Volunteering

Volunteering in schools is a time-honored tradition. School volunteers are always in demand and perform a variety of functions, from working in the office, to preparing materials for teachers and students, to working in the media center or computer lab, to presenting special topics and projects to the students. Your support and expertise are welcomed.

Volunteering does not require specific skills. School staff or other volunteers will train you. Volunteers typically work one day per week, either for the full day or part of the day. The key to a successful experience is dependability. Volunteering requires a commitment for the agreed-upon period of time.

If you are interested in volunteering in our schools, please contact the school and explain what you would like to do and what your schedule will allow. It shall be the policy of the Oxford Public Schools to obtain all available Criminal Offender Record Information (CORI) from the criminal history systems board to prospective volunteer(s) of the school. All volunteers must satisfactorily complete a criminal background check (CORI) each school year (July 1st – June 30th).

HEALTH ISSUES

The school will safeguard the health of every student and encourage them in sound knowledge and common sense health attitudes. In case of accidents or injuries first aid may be given by the nearest member of the faculty or staff. Referral of all injuries should be made to the school nurse.

No treatment other than first aid will be given at school. If further treatment is required, it is the responsibility of the parent or guardian to provide it. In all but minor injuries referral to a physician is advisable.

Any teacher who considers a student physically unfit for class participation shall notify the principal or school nurse, who in turn will notify the parent/guardian. It is important that the school nurse be familiar with the health status of each student. Parents are requested to inform the school nurse of health needs requiring special attention.

Illness

Parents, or their designees, will be notified if their child becomes ill or is injured at school, and conditions warrant dismissal. Transportation must be provided by the parent. In an emergency situation, when the parent or designee cannot be reached, or if time is a critical factor, the directive of the parent, as indicated on their child's information sheet, will be followed.

IT IS IMPERATIVE THAT INFORMATION SUCH AS A TELEPHONE NUMBER, PLACE OF EMPLOYMENT (if applicable), AND THE NAME(S) OF OTHER RESPONSIBLE PERSON(S) TO ACT IN YOUR BEHALF, BE KEPT CURRENT!

Medication

Policies have been established to ensure the health and safety of children needing medicines during the school day. Medication will be kept in the health office and administered there by the nurse. Our school district requires that the following forms must be on file in each child's health record before any medication will be given at school.

1. Signed consent by the parent or guardian to give the medicine.
2. Signed medication order. The written form should be taken to your physician or nurse practitioner for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

Medicines must be delivered to the school in a pharmacy-labeled container by you or a responsible adult whom you designate. Please ask the pharmacy to provide separate bottles for school and home. No more than a 30-day supply of any medicine should be delivered to the school.

Metered dose inhaler medication as prescribed by a physician for asthma and airway disorders will be stored in the Health Office unless otherwise ordered by the physician. As with other medication, a signed permission slip is required.

Non-prescription drugs cannot be administered by the school nurse or school personnel or by the child him/herself.

Immunizations

Massachusetts law requires that each child entering kindergarten be completely immunized against:

1. Diphtheria, Pertussis, (whooping cough), Tetanus (DPT)
2. Polio
3. Measles, Mumps, and Rubella (MMR)
4. HIB vaccine
5. Chicken Pox, (Varicella)

An immunization record must be completed and signed by a physician and returned to school by opening day. Children not properly immunized will be excluded from school! Exceptions to this law will only be granted for allergies and religious beliefs. If you have any questions, you are urged to call the school nurse.

PHYSICAL EDUCATION

All students participate in Physical Education. A student may be excused from participation for medical reasons. In certain cases, a physician's statement may be required. For safety reasons, students should wear sneakers for gym classes.

PLAYGROUND AND/OR CLIMBING WALL POLICY

The playground is outside the school and has the traditional structures that would be included as part of the area. The equipment meets all of the state standards as constructed. The surface under and around the equipment is soft in order to lessen the chance of injury.

The climbing wall is inside the gymnasium. It is less than eight feet high, but the students "climb" the wall in a horizontal direction so that their feet should never be more than three feet off the floor that is covered with a mat. Your child will climb under the careful supervision of an adult instructor at all times.

CONFIDENTIALITY

A school may release for publication a student's name, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans without the consent of the eligible students or parents provided that the school gives public notice of the types of information it may release under this section and allows eligible students and parents a reasonable time after such notice to inform the school that any or all such information shall not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 602 CMR 23:10.

STUDENT RECORDS

Parents have a right to see their child's school records. Parents should call the Principal to arrange a visit to the school to review the student's cumulative folder. The complete record will be made available to the

parents. If students are transferring to another school district, official records will be forwarded by the school following the parent's authorization of a release of records. Official copies cannot be made immediately and sufficient notice is requested to ensure a smooth transfer of student records.

For more information, please refer to state regulations: **603 CMR 23.00 Student Records**.

CELL PHONES/ TOYS / ELECTRONIC DEVICES

The use of cell phones and electronic devices are not allowed during school hours. If brought to school, cell phones must be turned off during the school day and kept out of sight (in a backpack or pocket).

The use of electronic devices such as MP3 players, CD players, Cameras, Games and other such devices detracts from the learning environment and is not allowed during school hours.

Cell phones taken out during the school day and on the bus will be confiscated and turned into the office. A parent may be requested to pick the items up from school.

Please do not allow students to bring toys from home to school as they are a distraction, can get lost, stolen or broken which may cause unnecessary upset for our students.

HOMEWORK

Homework and studying serve an important purpose. The purpose of homework is to develop independent study habits, to reinforce classroom instruction, to prepare for upcoming lessons, and to encourage parent participation. Parents should take an active role by supporting and encouraging their children. Read on to learn more about the importance of homework and studying and how it relates to academic success.

Some children may require additional time or less time to complete assignments. If you or your child experience excessive frustration or have concerns with a particular assignment or type of assignment, please discuss this with the classroom teacher. Homework also teaches responsibility by taking the folder and/or assignment notebook home each day.

The Importance of Homework

Homework is not simply busy-work assigned to children to keep them occupied at home. Homework assignments and studying serve several educational needs that are essential to receiving a complete education. They provide an opportunity for children to develop self-discipline, study habits, and time management skills. Children can set homework goals and enjoy a feeling of accomplishment when the goals are met. Children learn how to be independent and responsible. They practice taking initiative by beginning projects on their own and studying when necessary. Homework also closes the gap between school and home. Learning should happen at home as well as in school.

Types of Homework

- Practice homework allows children to review what they covered in class. This increases comprehension of a subject or topic while helping children retain it for longer periods of time.
- Preparation homework helps children prepare for an activity or in-class assignment. This includes research and brainstorming.
- Extension homework includes long term assignments such as papers or projects. These assignments should correlate with subjects kids are learning in the classroom.

Parents Can Help

Parents can help children succeed at homework. Setting aside a specific time every day can make homework part of a child's daily routine. Find a quiet and distraction-free area that your child can use when doing his or her homework. Review homework assignments with children and provide support and guidance, but be sure not to do the work for them. If assignments are unclear, communicate with the teacher and ask questions. Keep all supplies students may need at home. It also may be helpful to introduce children to the many resources available that can make homework easier. The library and internet are helpful for researching for reports and projects.

Most importantly, parents should provide constant support and encouragement. Demonstrate to children how important homework is by taking an interest and guiding them.

Time Allotments

The time allotted to homework should increase gradually from grade to grade. The time limits are guidelines that should remain flexible. Individual differences among children may be taken into consideration by parents and teachers.

Grades K-4: Suggested average time per day: 30-40 minutes

STUDENT TRANSFERS

Parents of students transferring out of the Oxford Public Schools must personally report to the school office to sign the necessary forms. Advance notification of withdrawal date is necessary.

KINDERGARTEN ENTRANCE POLICY

Children who will be 5 years of age on or before August 31st of the school year in which they wish to enroll will be eligible to enter kindergarten. The Oxford Public Schools recognizes that some children who turn 5 years old shortly after the cutoff date of August 31st may exhibit the cognitive, emotional, and social maturity to begin kindergarten. As the District's mission is to provide the best education for all students, children seeking early admittance who turn 5 years old between September 1st and October 31st must meet the following criteria to be considered for entrance:

1. Written notice of the parent's intent to apply for their child's early admittance must be received by the Building Principal no later than April 1st of the prior school year. Supporting documentation in items #2 and #3 below must be completed and submitted by May 15th.
2. Written letters from daycare or preschool providers and/or teachers with direct knowledge of the child's readiness for entrance into a full-day kindergarten program must be received by May 15th of the prior school year.
3. Kindergarten questionnaire completed by parent, pediatrician, and current daycare or preschool provider must be received by May 15th of the prior school year. In the case of a child who has not attended daycare or preschool, a comprehensive questionnaire will be completed by the full-time guardian.
4. Formal assessment will be conducted by district personnel to determine cognitive, emotional, and social development. This assessment may include an observation of the child in his/her daycare or preschool setting, or within the District's preschool program.
5. After all criteria have been met and completed, the admission team, comprised of members appointed by the Superintendent or Principal, will submit its written recommendation to the Principal.
6. The decision of the Principal is final, based upon the recommendation of the admission team and with class size not to exceed the Class Size Policy limits at the beginning of the school year.
7. Written notification will be made to the family by the last day of school.

[Adopted - June 24, 2013]

[Revision Adopted - March 28, 2017]

SEXUAL HARASSMENT POLICY

Introduction

It is the goal of the Oxford School Committee (The “Committee”), as chief executive officer of the Town of Oxford Public Schools (“The District”) to promote an environment that is free of sexual harassment. Sexual harassment of employees as well as students occurring in the environment or in other settings in which employees and/or students may find themselves in connection with the School District is unlawful and will not be tolerated. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing an environment free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees and/or students. **(For purposes of this policy, the word “employee” means anyone in the service of the Committee, either on a paid or volunteer basis.)**

Because the District takes allegations of sexual harassment seriously, it will respond promptly to complaints of alleged sexual harassment and, where it is determined that such inappropriate conduct has occurred, will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment

“Sexual harassment” means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly as a term or condition of employment or a student’s status; or

submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly as a basis for employment decisions or student status decisions; or

such advances, requests or conduct have the purpose or effect of unreasonably interfering with an employee’s and/or students work performance by creating an intimidating, hostile, humiliating or sexually offensive environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to male or female employees and/or students may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its persuasiveness:

- Unwelcome sexual advances – whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

All employees and/or students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of sexual harassment complaint is unlawful and will not be tolerated by the Committee.

Complaints of Sexual Harassment

If any of our employees and/or students believes that he or she has been subjected to sexual harassment, the employee and/or student has the right to file a complaint with the appropriate person listed below. This may be done in writing or orally.

The District has designated Sexual Harassment Grievance Officers. If you would like to file a complaint you may do so by contacting the current Sexual Harassment Grievance Officers as follows:

Personnel

As to any complaint regarding alleged sexual harassment by building level staff, the Sexual Harassment Grievance Officers are the Principal/Director of the school where you believe the incident to have occurred, or the Assistant Superintendent of Student Services and Special Education as alternate.

As to any complaint regarding alleged sexual harassment by other Central Office staff, the Sexual Harassment Grievance Officers are the Superintendent of Schools, or the Assistant Superintendent of Student Services and Special Education as alternate.

As to any complaint regarding alleged sexual harassment by a Principal, the Sexual Harassment

Grievance Officers are the Superintendent of Schools, or the Assistant Superintendent of Student Services and Special Education as alternate.

As to any complaint regarding alleged sexual harassment by the Assistant Superintendent of Student Services and Special Education, the Sexual Harassment Grievance Officers are the Superintendent of Schools, or the School Committee Chairperson as alternate.

As to any complaint regarding alleged sexual harassment by the Superintendent of Schools, the Sexual Harassment Grievance Officers are the School Committee Chairperson, or the School Committee Vice Chairperson as alternate.

As to any complaint regarding alleged sexual harassment by a student, the Sexual Harassment Grievance Officers are the Principal/Director of the building in which the harassment took place, and the Assistant Superintendent of Student Services and Special Education as alternate.

If any employee or student believes he or she has been subject to sexual harassment, the employee or student should initiate a complaint regarding alleged sexual harassment by contacting the Sexual Harassment Grievance Officer as soon as possible. The employee or student should file the complaint promptly following any alleged incident of harassment. The employee or student should be aware that the longer the period of time between the event giving rise to the complaint and the filing, the more difficult it will be for the District to reconstruct what occurred. The employee or student will be requested to write out his or her complaint to document the charge or to sign a written statement. Employees or students will not have to go through the regular chain of reporting procedures when reporting sexual harassment. If the employee or student is uncomfortable contacting the Sexual Harassment Grievance Officer because he or she believes the Sexual Harassment Grievance Officer may not receive the complaint impartially, the employee or student may contact the Alternate Sexual Harassment Grievance Officer.

Sexual Harassment Grievance Officers are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

SEXUAL HARASSMENT INVESTIGATION

On receiving the complaint, the Sexual Harassment Grievance Officer will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and with witnesses. The Sexual Harassment Grievance Officer will also interview the person alleged to have committed sexual harassment. When the Sexual Harassment Grievance Officer has completed his/her investigation, he/she will, to the extent appropriate inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, the District will act promptly to eliminate the offending conduct, and where it is appropriate the District will also impose disciplinary action.

DISCIPLINARY ACTION

If it is determined that inappropriate conduct has been committed by one of our employees and/or students, the District will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, or, for students, from counseling to suspension or expulsion and may include such others forms of disciplinary action as the District deems appropriate under the circumstances.

STATE AND FEDERAL REMEDIES

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint regarding alleged sexual harassment 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 – 6 months).

The United States Equal Employment Opportunity Commission (“EEOC”)

One Congress Street – 10th Floor, Boston, MA 02114
(617) 565-3200

The 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

[Adopted - July 7, 2003]

[Revision Adopted - September 28, 2009]

[Revision Adopted - September 25, 2017]

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

The purpose of this policy is to meet the requirements of state and federal law (i.e., Children's Internet Protection Act, CIPA) and to provide guidelines for safe, legal, moral, and ethical use of District Technology by our students and staff. In order to comply with CIPA, this document will serve as the Oxford Public Schools' Internet Safety Policy. Questions regarding this policy or computer use should be directed to the Director of Technology, Principal, Superintendent or his/her designee.

A PRIVILEGE NOT A RIGHT

Use of the District computer network, including hardware, software (both locally installed and web-based), Internet access, the District website, and e-mail is a privilege, not a right. All users must complete and return, the appropriate "agreement acknowledgement."

USERS WILL:

- only access the District's devices, network, Internet, applications and e-mail with the username(s) and password(s) assigned to them.
- keep private the username and password assigned to them.
- change their password(s) frequently and when requested.

USERS WILL NOT:

- access the district's devices, network, Internet, applications, or e-mail with the username(s) and password(s) of others.
- store their assigned username and password in a location where others may easily find it.
- use password(s) that can be easily guessed such as names and birthdates.

NO EXPECTATION OF PRIVACY

The District reserves the right to monitor all Internet use and reserves the right to access and examine all data stored on or accessed from District devices or its network. Users are advised that they should have no expectation of privacy.

USERS WILL: respect the privacy and confidentiality of others.

USERS WILL NOT: attempt to access or delete the files of others.

LIABILITY AND RESPONSIBILITY

The District will not be liable for the actions of users; each user bears full legal and financial liability for their use of District technology. The District takes no responsibility for any information or materials that are accessed or transmitted by users via the Internet.

USERS WILL:

- take full moral, legal, and financial responsibility for their actions while using District technology.
- limit their use of District technology to purposes deemed appropriate by the District.
- demonstrate appropriate etiquette when using District technology.
- inform a staff member if they receive or intercept a threatening or inappropriate message or file.

USERS WILL NOT:

- use the District's technology to engage in illegal activity, such as the purchase or sale of drugs, criminal gang activity or "hacking."
- violate any local, state, or federal statute.
- create, copy, distribute material that is threatening or obscene.
- use profane, vulgar, racist, sexist, harassing or other inappropriate language or images.
- use the system for political lobbying or commercial purposes.

CONTENT FILTERING AND SECURITY

The District maintains a firewall that filters material deemed obscene or harmful to minors, including child pornography. Anti-virus software protects the network and computers. The District will monitor the activities of users for compliance with this policy.

USERS WILL:

- only access websites that are not blocked by the District's content filters.
- immediately close out of a website if the content displayed is inappropriate.
- inform a staff member if they become aware of a possible security issue.

USERS WILL NOT:

- attempt to subvert network security or to impair the functionality of any District technology.
- attempt to bypass the District's content filters and restrictions.
- post chain letters, distribute spam, create and/or infect the District's network with a virus.

HARDWARE AND SOFTWARE

The District provides users with hardware and software appropriate for use in an educational setting. Users will respect District owned technology and use personal devices with caution.

USERS WILL:

- understand that devices, computers and peripherals are the property of the District.
- be permitted to use personal portable devices in conjunction with district technology as long as they are not left in the District overnight. This includes the use of laptops, memory sticks, digital cameras, etc.
- ensure their personal laptops are running an up-to-date anti-virus program.
- only use software purchased by and licensed to the District on District computers.
- promptly disclose to a teacher, administrator or the Technology staff any misuse of or damage to equipment
- abide by the same acceptable use policy for District-owned devices that are used off-site

USERS WILL NOT:

- take any action that impairs the operation of any piece of the District's technology.
- bring large technology devices into the District. This includes desktop computers, monitors, printers, scanners, televisions, etc.
- place food or beverages in close proximity to District technology.
- attempt to install software on District computers.
- copy District owned software or use District computers to copy software owned by others.

INTERNET ACCESS AND SAFETY

The District provides Internet access to staff and students for the purpose of research, dissemination of information, collaboration, and access to curriculum/professional materials.

USERS WILL:

- participate in Internet safety instruction provided by the District. Instruction will occur annually by assembly, guided lessons or distributed materials.
- only use District computers and Internet for educationally relevant purposes and school related business.
- access only oxps.org e-mail accounts from District computers. Personal accounts, including but not limited to AOL, Hotmail, Charter, Yahoo, et al., are not allowed.
- inform a staff member if they become aware of a safety issue.

USERS WILL NOT:

- use other Internet services to display information/material to students on school property. Internet access through an outside provider is not allowed.
- post or share personal information about themselves or anyone else on the Internet.
- access social websites including, but not limited to, Myspace, Twitter and Facebook, as well as, chat rooms and instant messaging services unless directly related to the educational curriculum and with teacher or administrator permission.

COPYRIGHT AND PLAGIARISM**USERS WILL:**

- agree to use copyrighted material only when permission has been granted.
- correctly cite all materials referenced in their work.

USERS WILL NOT:

- take the ideas or writings of others and present them as their own.
- "copy/cut and paste" from the Internet or other digital sources to a document which they will submit as their work.

CODE OF CONDUCT

USERS WILL: respect others' right to freedom from bullying, harassment and intimidation.

USERS WILL NOT:

- engage in cyber bullying
- use school owned devices or networks to engage in the bullying and harassment of others
- send any material that is likely to be offensive, objectable or could be deemed as harassment or threatening to recipients.
- create or send abusive, threatening, repetitive, or clearly unwanted messages or use inappropriate language.
- create or copy files containing any profanity, obscenity, or other inappropriate materials.
- intentionally or otherwise interfere with others' work.

TAKING DEVICES HOME

District-owned devices that are allowed home are expected to follow the same guidelines of this acceptable user agreement for the Oxford Public Schools.

WEBSITE

The District maintains and posts an up-to-date website for the benefit of faculty, staff, students, parents, guardians and the community at large. Users granted permission to post information will do so using good judgment. All guidelines listed in this document apply to the use and design of the District's website.

USERS WILL: only post information that is educationally relevant and/or related to school business.

USERS WILL NOT: attempt to disable or impair the functionality of the District website.

EXCEPTIONS

In order to allow individual users and groups to function and operate as necessary, the following exceptions are allowed:

- The NJROTC unit is required, and therefore authorized, to utilize computers to purchase supplies required for unit operation.
- Faculty and staff may access e-mail accounts other than oxps.org using the computers designated as teacher workstations, as long as such use does not violate other sections of this policy.
- The Superintendent and/or Director of Technology may approve additional exceptions to this policy.

Requests for exceptions must be submitted and approved in writing. Exceptions will not violate local, state or federal statute nor compromise student safety and the security of the network.

CONSEQUENCES OF MISUSE

Prohibited conduct may result in loss of computer/network privileges, disciplinary action and/or criminal or civil prosecution under State and Federal law.

- **For students, violations of any of the above guidelines may result in the loss of access and/or**

additional disciplinary action as deemed appropriate at the building level.

- **For staff, a violation of this policy may result in disciplinary action ranging from a verbal warning or suspension of system privileges up to discharge from employment.**
- **For students and staff, when applicable, the District will advise appropriate law enforcement agencies of suspected illegal activities conducted through the District's network.**

Parents who do not want their child to use the Internet at school must notify their principal in writing.

The District reserves the right to seek reimbursement and/or indemnification from the user, for any losses incurred or penalties paid as a result of a user's disallowed activities. District administration will make the final determination as to what constitutes unacceptable use and their decision is final.

SOCIAL NETWORKING POLICY OF THE OXFORD PUBLIC SCHOOLS

Internet Acceptance Use Policy Still in Force

This policy is adopted in addition to, and not as a substitute for, the School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources.

General Concerns

The Oxford Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation between employees and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an employee "friend" a student on Facebook, subscribe to a student's "twitter" account, regularly engage in email "chat" with a student, exchange text messages with students or engage in other electronic communication, the school district is concerned, and the employee should be concerned, that such activities may undermine the employee's authority to maintain discipline, encourage inappropriate behaviors and compromise the employee's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the employee's, as well as the school districts', ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, an employee communicates outside of these resources, such information is not retained. The burden falls on the employee to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

Expectations of Staff

With these concerns in mind, the Oxford Public Schools has instituted this “Social Networking Policy,” and announces its expectations for staff members’ use of social networks such as but not limited to Facebook, Linked-In, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

Before endeavoring to establish any social networking account, employees should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to “privatize” the information they place online. You must educate yourself to these features of Facebook or any other social networking site you select. You will be responsible should any information you intended to be “private” becomes “public” due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.

You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in-person communication should be applied to online conversation: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly “private.”

The school district expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both your professional and personal life, to be sure that these lines never become blurred. For example, if the district does not maintain a web portal for staff to communicate outside of school hours as necessary with students and families, and an employee wishes to establish a Facebook or personal email account through which he or she will communicate with students, he or she should establish a Facebook identity and email identity that is separate from his/her “personal” Facebook identity or personal email account. He/she should only use his/her educational Facebook account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The “friends” associated with such educational Facebook account should only be members of the educational community, such as administrators, employees, students, and parents of such students. It is strongly recommended that employees will reject friend requests from individuals who do not fit into any of these categories.

At all times, and in the use of any form of communications, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an education Facebook account, an employee may not post confidential student information on the “wall”, the “information” section, or through any part of that Facebook account that would be accessible to other of the Employee’s Facebook “friends” associated with that account. If an employee wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only

through the private email/message feature of Facebook, so that only the student may view the message and respond to it.

Employees are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or teacher web pages. Use of one's personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because an employee uses his/her personal email as opposed to school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation. It only prevents the archiving of such messages through the school district's automatic email archiving system. We again remind employees that information sent or received by them, even through personal email or social network accounts that are related to their capacity as a school employee, are still subject to public records retention, exemption and disclosure requirements."

If an employee conveys school related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The employee should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure under the public records law.

No matter what medium of communication an employee selects, he/she should adhere to appropriate employee/student boundaries. You are a role model, not a student's friend, and you should always conduct yourself in accordance with this understanding.

This policy is not intended to infringe upon an employee's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not as a citizen, restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an employee who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.

Employees are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an employee. Any conduct, whether online or not, that reflects poorly upon the school district or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student that such contact is not outside of the school district's authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your

authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. An employee may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing the district to vicarious liability in certain instances.

At the same time, the district recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which employees serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstances, the district anticipates that employees will make reasonable use of their cell phones or smart phones to convey time sensitive information on scheduling issues and the like.

Employees may not access their personal email accounts or private Facebook accounts using school district computer resources.

If you are communicating as an employee of the district in your online communications, you must be aware that readers will assume you “speak for the school district.” Therefore, all of your online communications, when you are actually acting on behalf of the district, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the school district.

In the use of your Facebook account or other social networking site, you may not, without express permission from the Superintendent of Schools, use the school’s logo, likeness or any school photographs or other property that belongs to the school.

References to “Facebook” are not included to limit application of their policy to use of that program. All online, electronic or computerized means of communication are subject to this policy.

Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

[Adopted - March 8, 1999]

[Revision Adopted - September 5, 2003]

[Revision Adopted - June 22, 2009]

[Revision Adopted - September 26, 2016]

SCHOOL-SPONSORED FIELD TRIPS POLICY

The School Committee recognizes that firsthand learning experiences provided by field trips can be a most effective and worthwhile means of learning. It is the desire of the Committee to encourage certain field trips as part of and directly related to the total school program and curriculum. All field trips must have approval of the principal and comply with the following requirements:

- **Educational Relevance** – All trips shall have an Itinerary and Purpose, which shall contribute substantially to the Massachusetts Department of Education Curriculum Standards and the District's educational program. Trips of this nature will be deemed academic and count toward meeting structured learning time requirements.
- **Permission and Acknowledgement of Behavior Standards** – Each student must have an appropriate permission form executed and signed by a Parent or Guardian for each trip. All school rules as per Student Handbooks shall apply and be in place for each trip

Parents/Guardian shall be informed of all rules and regulations and any consequences of related infractions. Signed permission forms shall contain a statement of understanding and acceptance of these by the student. Permission forms for overnight trips shall include authorization to obtain emergency medical care and any pertinent insurance data such as name of carrier, insurance number, preferred provider, etc.

It shall be the responsibility of the Administration to obtain and maintain appropriate written permission forms for each trip.

- **Appropriate Adult Supervision** – All trips shall be supervised and accompanied by school personnel. It shall be the responsibility of the Administration to qualify and orient each chaperone. All chaperones shall comply with the duties and responsibilities guidelines promulgated by the Administration.
- **Private Vehicles** – The use of private vehicles for field trips is discouraged. No student vehicles are permitted to be used for field trips. Should other private vehicles be used, evidence of valid registration, driver's license, and liability insurance coverage in the minimum amounts of \$100,000 - \$300,000 must be provided.
- **Extended/Overnight Trips** – All extended (overnight) trips and excursions except those required for student participation in tournament competitions or contests must have advance approval of the School Committee. The School Committee will deem if the trip is academic or non-academic in nature at that time. Prior to each trip, chaperones shall review (with all students and parents/guardians) all standards of conduct and emergency procedures that provide for their safety and circumstances under which serious offenders may be sent home immediately at parent's'/guardians' expense.

Business fundraising for any field trips shall be subject to prior approval by the School Committee.

[Adopted - May 22, 2000]

[Revision Adopted - May 13, 2002]

[Revision Adopted - January 28, 2008]

[Revision Adopted - September 26, 2016]

[Revision Adopted - March 13, 2017]

Guidelines For Chaperones

1. Each chaperone must satisfactorily complete a criminal records check (CORI) each school year according to CORI Policy for both daytime and overnight events. Chaperones must also complete a national fingerprint background check a minimum of two weeks prior to an overnight event.
2. Chaperones should review (with all participants) all standards of conduct and emergency procedures that provide for their safety and circumstances under which serious offenders may be sent home immediately at parents'/guardians' expense.
3. Chaperones should obtain and review trip itinerary and list of participants including information relative to emergency references, health peculiarities, if any, and any approved special individual activities on the trip.
4. Chaperones should review and become familiar with major school rules including but not limited to:
 - Code of Conduct
 - Alcohol, Tobacco, and Other Substance Use Policies
 - Harassment Policies
5. Chaperones should ensure that students are never permitted to move about or remain alone in a location away from the school.
6. Chaperones should be available at all times and respond to all emergencies in a timely manner.
7. Chaperones should ensure that students follow established schedules and check-in at prescribed times and places. Missing students should be sought after immediately.
8. All Chaperones will be required to read and provide written acknowledgement to the Building Principal of a Chaperone Agreement one week prior to event attendance.

[Adopted - March 13, 2017]

Chaperone Agreement

Thank you for participating in an Oxford Public Schools (OXPS) field trip. Because field trips are part of the District's educational program, they are essentially considered an extension of the classroom. As such, chaperones attending any field trip shall, at all times, represent the District in an appropriate and professional manner without causing situations of embarrassment, safety, or endangerment. All chaperones are expected to be examples of good behavior for our students.

Chaperones must be at least 21 years of age and have a valid CORI background check on file with the Central Office, and chaperones attending an overnight field trip must also submit to a national fingerprint background check. Chaperones must agree to the below requirements before attending a field trip. If you cannot commit to the below guidelines, then you may not attend the trip. Please give careful consideration to the requirements below before signing this Agreement.

1. I will maintain contact with students assigned to me at all times, constantly aware of their whereabouts, and will not leave the group I am chaperoning without arranging for another OXPS chaperone or staff member to take over my responsibilities.
2. I will be aware of student safety, notifying staff of any unsafe or hazardous conditions.
3. I will not be alone with a student, and will make sure an OXPS staff member is always present.
4. I will comply, during the entire field trip, with any and all instructions directed to me and/or the group by OXPS staff, including adherence to established time frames and attending all scheduled activities and meals (no deviation from scheduled itinerary).
5. I will maintain acceptable standards of dress and grooming per staff recommendations.
6. I will refrain from the use of inappropriate or foul language and will discuss age-appropriate topics only with students. I will not expose students to "adult" conversations.
7. I will refrain from purchasing any food or other items for students and will not lend money to any students, unless permission is previously granted by student's parents.
8. I will abstain, at all times, from: (a) the consumption of alcoholic beverages; (b) smoking any products or materials including, but not limited to, tobacco, electronic devices, vaping, e-cigarettes, and cannabis; and (c) use of any illegal drugs.
9. I will familiarize myself with all school rules and regulations addressed in the Parent/Student Handbook and will follow them for the duration of the field trip.
10. I will not bring friends or other family members on the field trip.

Date of Field Trip: _____ Destination: _____

I have read and understand the above requirements and agree to follow the chaperone guidelines.

Parent/Guardian Signature

Date

HARASSMENT POLICY

The Oxford Public School District is committed to maintaining an environment that is free of discrimination. In keeping with this commitment, harassment will not be tolerated by anyone, including any school employee, student, parent, or visitor.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, ancestry, religion, national origin, age, medical condition, sexual orientation, disability, marital status, veteran status, citizenship status, gender identity, or any other protected group status.

Harassment occurs when:

- Such conduct has the purpose or effect of substantially interfering with an individual's work or education performance, or creating an intimidating, hostile, or offensive working or educational environment.
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or success as a student.
- Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

Harassment Investigation

On receiving a complaint, the Harassment Grievance Officer (Principal or designee) will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and with witnesses. The Harassment Grievance Officer will also interview the person alleged to have committed harassment. When the Harassment Grievance Officer has completed his/her investigation, he/she will, to the extent appropriate inform the person filing the complaint, the person alleged to have committed the conduct, and, in the case of students, their parents or legal guardians of the results of that investigation.

If it is determined that inappropriate conduct has occurred, the District will act promptly to eliminate the offending conduct, and where it is appropriate, impose disciplinary action.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of the District's employees and/or students, the District will take such action as is appropriate under the circumstances. Such action may include counseling, termination from employment, or, for students, counseling, suspension, expulsion, or other forms of disciplinary action as the District deems appropriate under the circumstances.

[Adopted - August 15, 2001]

[Reviewed Date - September 2009]

[Revision Adopted - September 28, 2009]

[Reviewed - March 28, 2016]

[Revision Adopted - September 25, 2017]

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

At the beginning of each school year, all parents/guardians of students in our schools will be notified, in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues.

The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/Guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent 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 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 reasonable 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. 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. 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.

LEGAL REF: M.G.L. 71:32A

[Adopted - June 23, 1997]

[Reviewed - September 26, 2016]

NON-DISCRIMINATION POLICY

“The Oxford Public School District does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, pregnancy, pregnancy-related conditions, homelessness, or limited English proficiency.”

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children and youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of non-discrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy, or pregnancy related condition. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy, or pregnancy related condition, their complaint should be registered with the Title IX compliance officer.

SOURCE MASC

LEGAL REF: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975
M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
M.G.L. [76:5](#); Amended 2011
M.G.L. [76:16](#)
BESE regulations 603CMR [26:00](#) Amended 2012
BESE regulations 603CMR [28.00](#)

[Adopted - November 1, 2001]
[Reviewed - October 2007]
[Revision Adopted - April 9, 2012]
[Revision Adopted - March 28, 2016]
[Revision Adopted - September 25, 2017]
[Revision Adopted - May 14, 2018]

NON-DISCRIMINATION ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REF: Title IX of the Education Amendments of 1972, 45 CFR, Part 86
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
Board of Education Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78.

[Adopted – November 1, 2001]
[Reviewed – October 2007]
[Reviewed – March 28, 2016]

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the State of Massachusetts to offer educational opportunities to all students which will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

[Adopted - December 8, 1998]

[Reviewed - September 26, 2016]

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC

[Adopted – August 24, 2015]

[Revision Adopted - November 14, 2016]

SMOKING ON SCHOOL PREMISES

Use of any smoking products and materials including, but not limited to, tobacco, electronic devices, vaping, e-cigarettes, and cannabis within the school buildings, school facilities, or on school grounds or school buses by an individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

LEGAL REF: M.G.L. 71:37H

[Adopted - June 23, 1997]

[Reviewed - October 2007]

[Revision Adopted - May 9, 2016]

TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

LEGAL REF: M.G.L. 71:37H; 270:6

[Adopted – May 14, 2018]

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the Building Principal.

The Oxford Public Schools are committed to providing high quality educational programs to all students in a safe and healthy environment.

School Principals, in consultation with the school nurses in each building, shall utilize the Department of Public Health publication “Animals in the Classroom: Recommendations for Schools,” the Centers for Disease Control and Prevention publication “Guidelines for Animals in School Settings,” and the Department of Elementary and Secondary Education publication “Dissection and Dissection Alternatives in Science Courses,” as well as review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the Building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to publications referenced above and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District’s highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office, or common area that may negatively impact the health of students who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Oxford Public Schools.

Wild Animals and Domestic Stray Animals – Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,*cats, wolf-hybrids, ferrets, etc.) – These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats – Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals – Spiders, venomous insects and poisonous snakes, reptiles and lizards are

prohibited for safety reasons.

***Exception: Guide, Hearing, and Other Service Dogs or Law Enforcement Dogs** – These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals

The Oxford Public School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance animals and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal including any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- Assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- Alert individuals with hearing impairments to sounds;
- Pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- Assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different

classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

[Adopted - March 14, 2011]

[Revision Adopted – April 23, 2018]

LIFE-THREATENING ALLERGIES (LTAs)

BACKGROUND

Allergic reactions span a wide range in the severity of symptoms. The most severe and life-threatening reaction is anaphylaxis. Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, both of which are potentially fatal. The most common causes of anaphylaxis in children include allergies to the following:

- Foods (most commonly peanuts, tree nuts, milk, dairy products, soy, wheat, fish and shellfish)
- Insect stings (yellow jackets, bees, wasps, hornets)
- Medications
- Latex

The Oxford Public Schools guidelines developed within this document are applicable to students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs. Anaphylaxis can occur immediately or up to two hours following allergen exposure. Therefore, it is important to identify students at risk, to implement appropriate preventative policies and to be prepared to handle these emergencies when they arise.

GOALS

As part of its Life-threatening Allergies policy, Oxford Public Schools has developed the following four chief goals:

1. Maintain a system-wide protocol for responding to students' needs
2. Minimize the risk of exposure to allergens that pose a threat to students with life-threatening allergies
3. Prepare for possible allergic reactions, and to respond appropriately to any allergy emergencies
4. Work to prevent occurrence of life-threatening allergic reaction

Oxford Public Schools cannot guarantee to provide an allergen-free environment for students with life-threatening allergies. However, an overall purpose of the Life-threatening Allergies policy is to develop a system-wide effort to educate all stakeholders - educators, parents, students and community about LTAs. To this end the sections below highlight the major responsibilities of those various stakeholders. However, the Individual Health Care Plan (IHCP) developed for each child with an LTA will be individualized and not all responsibilities are or can be detailed in these guidelines.

SECTION I: RESPONSIBILITY OF THE OXFORD PUBLIC SCHOOL DEPARTMENT

The Superintendent and staff are responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening allergic reactions.
2. Provide in-service training and education on reducing allergy risks, recognizing allergy symptoms, and emergency procedures for staff. Training shall include, but not be limited to the following:
 - a. A description/definition of severe allergies and a discussion of the most common food, medication, latex and insect sting LTAs
 - b. A description/discussion of the signs and symptoms of anaphylaxis
 - c. Training to designated staff on the correct use of an Epi-pen
 - d. Discussion of specific steps to follow in the event of an emergency
3. Encourage a “NO FOOD TRADING” and “NO UTENSIL SHARING” practice in all schools with particular focus at the elementary school level.
4. Provide for school nurses, in conjunction with the student’s parent(s)/guardian(s), the primary care provider/allergist, and the school physician (if appropriate) to prepare an Individual Health Care Plan for any student with a life-threatening allergy. The Plans will be reviewed by the school nurse, the student’s parent(s) and primary care provider and/or the student’s allergist, and will be signed off by the child’s physician to indicate that he/she deems the IHCP to be adequate.
5. Ensure that LTA precautions are in place in school cafeteria as outlined by the Individual Health Care Plan (i.e., Tables will be cleaned and sanitized and designated by a universal symbol.)
6. Make the Individual Health Care Plan available in the nurse’s office and a student’s homeroom. Recommend that parent(s)/guardian(s) attach a photograph of their student with a Life-threatening Allergy to their Allergy Action Plan (AAP).
7. Submit to the school bus company an LTA list of students who have life-threatening allergies.
8. Require all food service employees to use latex free gloves.
9. Make Epi-Pens (belonging to the school and those prescribed to the students) available in the nurse’s office and in other clearly designated locations as specified in the AAP/IHCP.
10. Familiarize teachers with the IHCP of their students and any other staff member who has contact with student on a need-to-know basis.
11. Post the “Managing Life-Threatening Allergies in Schools” on the school district’s website.
12. Provide in-service to food service employees regarding safe food handling practices to avoid cross-contamination with potential food allergens.

SECTION II: RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

The principal of each school is responsible for the following:

1. Familiarize teachers with the Individual Health Care Plan (IHCP) of their students and any other staff member who has contact with student on a need-to know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.

3. Discuss the protocol for Life-threatening Allergies at kindergarten orientation.
4. Post the school's emergency protocol on LTAs in appropriate locations, including school website.
5. Notify staff of the locations of Epi-pens in the school.
6. Provide for a contingency plan for staff and students in the event the nurse is not immediately available.

SECTION III: RESPONSIBILITIES OF THE SCHOOL NURSE

The school nurse is the primary coordinator of each student's plan. Each school nurse has the following responsibilities:

1. Meet and/or collaborate with each parent/guardian of a student with an LTA and develop the students' Individual Health Care Plan (IHCP).
2. Maintain updated IHCPs in nurse's office and in student's homerooms at each school.
3. Assist the principal in providing information about students with LTAs to staff.
4. Work with the principal to provide in-service training for staff regarding LTAs- their symptoms, risk reduction procedures and emergency procedures.
5. Familiarize teachers with the IHCPs of their students and any other staff member who comes in contact with the student.
6. Follow the Department of Public Health regulations regarding administrations of medications, especially administering Epi-pens.
7. Discuss with parents appropriate locations for storing Epi- pens.
8. Inform the principal and parents/guardians of the student if any student experiences an allergic reaction for the first time.
9. Work with the principal to establish emergency protocol in the event the nurse is out of the building.
10. Participate in the planning of a student's re-entry to school after an anaphylactic reaction.

SECTION IV: RESPONSIBILITIES OF TEACHERS

Each teacher has the following responsibilities:

1. Receive and review the IHCP in collaboration with the nurse and the parent of any student in the teacher's classroom with a Life-threatening Allergy.
2. Leave information in an organized, prominent and accessible format for a substitute teacher.
3. Participate in in-service training for students with life – threatening allergies.
4. Collaborate with the nurse and parents of an allergic student and set protocols in the classroom for management of food in the class.
5. Participate in the planning of a student's re-entry to school after an anaphylactic reaction.
6. Notify the school nurse of upcoming field trips as soon as possible to ensure proper emergency medications are available.

SECTION V: RESPONSIBILITIES OF PARENTS

Each parent of a student with an LTA has the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school or as soon as possible after diagnosis.
2. Arrange to meet and/or collaborate with the school nurse to develop an Individual Health Care Plan/ Allergy Action Plan / (IHCP/AAP) for the student.
3. Provide medical information from the child's treating physician as needed to write the plans, IHCP.
4. Provide the school with a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
5. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens).
6. Provide a Medic ALERT ID for your child.
7. Notify school nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as needed.
8. Instruct your child on the following:
 - a) Recognizing the first symptoms of an allergic/anaphylactic reaction
 - b) Knowing where the epinephrine auto-injector is kept and who has access to the epinephrine
 - c) Communicating clearly as soon as he/she feels a reaction starting
 - d) Carrying his/her own Epi-pen auto-injector when appropriate
 - e) Not sharing snacks, lunches, or drinks
 - f) Washing hands before and after handling food
 - g) Understanding the importance of hand-washing before and after eating
 - h) Reporting teasing, bullying and threats to adult authority
 - i) Taking as much responsibility as possible for his/her own safety
9. As children get older, instruct them on the following:
 - a) Communicating the seriousness of the allergy to an adult
 - b) Communicating symptoms as soon as they appear to an adult
 - c) Reading labels
 - d) Administering own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's LTA status.
11. Provide the school with the licensed provider's statement if the student no longer has allergies.
12. If accommodations cannot be made in the cafeteria for the child's allergy, parents will provide appropriate lunches.

SECTION VI: RESPONSIBILITIES OF STUDENTS

In accordance with the student's age and level of development, each student with a Life-threatening Allergy is responsible for the following:

1. Taking responsibility for avoiding allergens
2. Not trading or sharing foods
3. Washing hands before and after eating
4. Learning to recognize symptoms of an allergic reaction
5. Promptly informing an adult as soon as accidental exposure occurs or symptoms appear
6. Developing a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy in the school

SECTION VII: RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

Food Service personnel have the following responsibilities:

1. Minimize, to the extent practicable, the use of peanut/tree nut products in the cafeteria.
2. Supply cleaning materials for washing and sanitizing tables.
3. Participate in in-service regarding safe food handling practices to avoid cross-contamination with potential food allergens.
4. Wear latex free gloves
5. Ensure that kitchens are locked at the end of each school day.

SECTION VIII: RESPONSIBILITIES OF BUS AND VAN COMPANIES

The bus company has the following responsibilities:

1. Inform each driver if she/he is transporting a child with a known LTA.
2. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
3. Provide emergency allergy response training to all drivers and/or bus monitors.
4. Maintain a policy for no eating on the bus.
5. Ensure surfaces and seats are kept as clean and allergy free as possible.

SECTION IX: RESPONSIBILITIES OF BUS AND VAN DRIVERS

The bus and van drivers have the following responsibilities:

1. Pull over and call 911 if a student with an LTA is at risk.
2. Participate in awareness training to learn to recognize the symptoms of an allergic reaction.

SECTION IX: RESPONSIBILITIES OF PERSONS IN CHARGE OF CONDUCTING AFTER SCHOOL ACTIVITIES

Persons in charge of extracurricular programs will have the following responsibilities:

1. Coaches and other staff who supervise students' school sponsored activities after school will participate in training and implementation of the Allergy Action Plan/Individual Health Care Plan as appropriate

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes, the school's staff will ensure the following:

1. Children will be under the supervision of at least one adult
2. An Epi-pen will be taken outside if specified in the child's IHCP / AAP.

RESPONSIBILITIES FOR FIELD TRIPS

The schools will assume the following the responsibilities relative to participation of LTA students on field trips:

1. Parents will work with staff to evaluate potential risks when determining whether it is appropriate for their child to attend a particular field trip.
2. Lunches should be held in a safe-place so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.

[Adopted: April 23, 2018]

SUBSTANCE USE AND PREVENTION POLICY

Like many states across the country, Massachusetts is facing a growing epidemic of opioid addiction, and the Commonwealth is taking action to address it. Schools play an important role in preventing substance use among students and educating students about the dangers of substance abuse. Therefore, pursuant to M.G.L. Chapter 71, Section 96 (as amended by Chapter 52 of the Acts of 2016), the Oxford Public Schools has developed this policy on Substance Use Prevention and Substance Abuse Education.

The Oxford Public Schools is committed to promoting an atmosphere of safety, respect, and caring for all students, staff members, and visitors to the school that is conducive to teaching and learning. Each school principal or person who holds a comparable position shall be responsible for the implementation and oversight of this Substance Use and Prevention Policy at his or her school.

This policy is organized according to the six elements of a Safe and Supportive Schools Framework: ***Leadership; Professional Development; Access to Resources and Services; Academic and Non-Academic Strategies; Policies, Procedures, and Protocols; and Collaboration with Families.***

POLICY GOALS

The Oxford Public Schools recognizes its responsibility in establishing and implementing goals regarding use and prevention of substance abuse. The goals are in observance of the six elements of a Safe and Supportive Schools Framework as follows:

1. Leadership

District leadership is essential in developing and implementing effective substance use prevention and abuse education policies in order to maintain a safe and supportive learning environment. In adopting or updating policies, the school committee will work in conjunction with district and school leaders in developing clearly defined goals to prevent and address substance use and abuse among youth. This leadership will result in strong links between identified local needs and prevention program/system designs.

2. Professional Development

Comprehensive substance use prevention programs involve the use of multiple strategies that include education and training; social competence skill development; social norms with expectations for behavior; policies, procedures and protocols; and problem identification and referral services. Through the scope of work of the district and school administrators play a key role in setting protocols for implementing referral services.

Oxford will provide training, so that all school staff know district policies, procedures, and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse. All faculty and staff will be provided training on the early warning signs and behaviors that indicate a student may be experiencing substance use problems, and will be aware of building-

based referral systems and other protocols to follow. Staff who are responsible for implementing substance use prevention curricula have been provided with specific training and professional development on implementing evidence-based programs and effective strategies for preventing substance use.

3. Access to Resources and Services

Faculty and staff see students on a daily basis and often recognize changes in student performance, demeanor, and appearance that indicate a student may be at risk. School staff can play a key role in identifying and referring students with substance use related problems and working with their families. Educators and school counseling personnel will work in collaboration with substance use counseling professionals and mental health specialists to meet the needs of those students most at risk.

School counseling personnel have access to information and strategies necessary to facilitate referrals to community services for the wide variety of mental health problems that students experience, including substance use. The Oxford Public Schools will establish a resource list for the network of services available through the agencies in our area.

Collaboration between schools and community behavioral health providers will address student-specific issues, including interventions such as small group, individual supports, and school re-entry plans. These efforts can support school staff including consultation on general as well as student-specific challenges and plans for school and community provider responses when necessary.

4. Academic and Non-academic Strategies

Integrating substance use prevention and education into schools is one of the easiest ways to reach youth and young adults. Oxford Public Schools has implemented evidence-based substance abuse prevention curriculum for grades 5 to 12. These programs will be developmentally appropriate.

School-based mental health professionals will work directly with young people who are identified as being at risk. At least one adult in the school will be designated as the point of contact and support for students who are considered to be at risk.

5. Policies and Protocols

The Oxford Public Schools has a substance abuse policy that prohibits the use of alcohol, drugs and substance abuse on school grounds and at school sponsored events, whether on or off school grounds. This policy includes discipline and enforcement provisions, intervention provisions, and treatment opportunities for students and staff. Students are informed of the consequences for violating the policies. School staff discuss the policies annually with students.

Policies related to the use of verbal screening tools to screen pupils for substance use disorders will be well defined and publicized, including any opt-out provisions. (See below for more information on Verbal Screening Tools.)

The Oxford Public Schools will establish guidelines for working with at-risk students, communication with students, staff, parents/guardians, and confidentiality. Schools will include procedures for re-integrating students who have been absent and/or in recovery.

It is important to provide and maintain a safe and caring learning environment that is free of alcohol and drugs for students. The school district's approach to cases of students who are or may be using or abusing alcohol or controlled substances is one of compassion and judicious handling in order to facilitate the swift rehabilitation of the student.

If a teacher suspects that a student is under the influence of alcohol or drugs in school, the teacher should report the matter immediately to the Principal's office. If the Principal suspects a student of using or abusing alcohol or drugs, the following procedures apply:

- The student will be referred to the school nurse. After speaking to the student, if the nurse determines that physical symptoms may be present, the nurse will consult with the student's guidance counselor concerning the case. If the school nurse and the guidance counselor agree that it is in the best interest of the student, the student's parents will be notified so that appropriate action may be taken. (Testing is suggested within twenty-four (24) hours.)
- If it is believed that the student is not in possession of alcohol or drugs in school, but appears to be using or abusing alcohol or drugs outside of school, school personnel will discuss the matter with the student's parents and explore the possibility of directing them to a counseling or referral agency that can assist the student with his or her needs. (If the student is found to be in possession of alcohol or a controlled substance in school, on school grounds, or at a school-related or school-sponsored activity, he or she will be subject to disciplinary action and possible referral to law enforcement officials.)

When a Student Returns to School:

A student who has entered a treatment program will be readmitted to school when he or she submits a statement from a physician, certifying the student is free from alcohol and/or controlled substances and is physically fit to return to school, or when the administration of the Oxford Public Schools makes a determination that the student may return.

It is strongly advised that, when a student returns to school, he or she become involved in a series of conferences with his or her guidance counselor on a weekly basis.

Pending the development or availability of a substance abuse program and upon readmission to the school, the student may be assigned to an in-house drug awareness program for a number of hours as determined by the Principal or Assistant Principal.

6. Collaboration with Families

Since 2014, Mass. Gen. Laws c. 71, s. 96 has required each public school to have policies regarding substance use prevention and the education of its students about the dangers of substance abuse, to notify students' parents or guardians about the policies, and to post the policies on the school's website.

The Oxford Public Schools adheres to the philosophy that families are essential partners in schools' efforts to prevent substance use. Parental input, particularly from parents of students with substance related-problems, helps identify and prioritize the needs of the school community.

Oxford Public Schools emphasizes the importance of school-community-home collaborations in weaving together the resources for comprehensive, multifaceted approaches to preventing substance use and abuse. Providing parents/guardians with information regarding the district's and school's substance use prevention and abuse education policies is critical, as they play a key role in their success. Oxford Public Schools will inform parents/guardians about the district's substance use prevention and abuse education policies on an annual basis.

The policy will be posted on the district website. The Student handbooks will also contain information on district policies, procedures, and protocols. This information will also be made available to the Parent Teacher Associations/Organizations, School Councils and other related programming. Materials will be easily understandable and culturally appropriate.

Evidence-based prevention curricula containing an education component specifically designed for parents/guardians and other actively involved family members will be developed through the Health Department. This outreach can help parents/guardians and family members to keep students safe from substance use, by modeling skills and attitudes at home, thereby supporting the prevention component of the school initiative.

Effective programming will involve parents/guardians through regular activities and by using more than one approach.

VERBAL SCREENING TOOLS

State law provides that by the 2017-2018 school year, and subject to appropriation, public schools shall utilize a verbal screening tool to screen students annually, at two different grade levels, for substance use disorders. The relevant sections of the statute read as follows:

Mass. General Laws chapter 71, section 97 (as amended by St. 2016, c. 52, s. 15):

Section 97.

(a) Subject to appropriation, each city, town, regional school district, charter school or vocational school district shall utilize a verbal screening tool to screen pupils for substance use disorders. Screenings shall occur on an annual basis and occur at 2 different grade levels as recommended by the department of elementary and secondary education, in consultation with the department of public health. Parents or guardians of a pupil to be screened pursuant to this section shall be notified prior to the start of the school year. Verbal screening tools shall be approved by the department of elementary and secondary education, in conjunction with the department of public health. De-identified screening results shall be reported to the department of public health, in a manner to be determined by the department of public health, not later than 90 days after completion of the screening.

(b) A pupil or the pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening. A city, town, regional school district, charter school or vocational school district utilizing a verbal screening tool shall comply with the department of elementary and secondary education's regulations relative to consent.

(c) Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

(d) The department of elementary and secondary education shall notify each school district in writing of the requirement to screen students for substance use disorders pursuant to this section. School districts with alternative substance use screening policies may, on a form provided by the department, opt out of the required verbal screening tool. The form shall be signed by the school superintendent and provide a detailed description of the alternative substance use program the district has implemented and the reasons why the required verbal screening tool is not appropriate for the district.

(e) No person shall have a cause of action for loss or damage caused by an act or omission resulting from the implementation of this section. Section 63 of St. 2016, c. 52, reads as follows:

Each city, town, regional school district, charter school or vocational school district shall implement the verbal substance use disorder screenings required by section 97 of chapter 71 of the General Laws by the 2017-2018 school year.

Further, Mass. Gen. Laws c. 71, s. 97, is subject to appropriation, which means schools and districts may voluntarily implement the actions described, but they are not required to do so unless and until funding is appropriated.

LEGAL REF: M.G.L. 71:96 71:97
[Adopted - June 25, 2018]

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS **PROHIBITED**

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016

LEGAL REF: M.G.L.71:2A; 71:96; 272:40A

CROSS REF: IHAMB, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy

[Adopted - October 5, 2016]

DRUGS AND WEAPONS POLICY

A student shall not possess, use, or attempt to use any weapons, drugs, counterfeit drugs, or drug paraphernalia within school buildings or school facilities, on schools grounds, in school buses, or at any school-sanctioned event.

In order to protect the students of Oxford Public Schools, by law, the Oxford School District will adhere to Massachusetts General Laws Chapter 71, Section 37H.

Notwithstanding, any general or special law to the contrary, all student handbooks shall contain the following provisions:

Any student who is found on school premises or at school-sponsored or school-sanctioned events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled or counterfeit substance or paraphernalia as defined in Chapter 94C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing, an opportunity for a hearing will be provided and, that student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling the said student a written statement of the reasons for said expulsion.

For purposes of this policy, a "weapon" includes, but is not limited to, a gun, knife, slingshot, blowgun, blackjack, metallic knuckles, including a ring intended to be worn on more than one finger ("fused rings") or knuckles of any substance that could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoo bow, also known as clackers or kung Fu sticks, or any similar weapon consisting of two pieces of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed star like object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points

or studs or any similar device made from any other substance of a cestus of similar material weighted with metal or other substance and worn on the hand, or manriki gusari chain or similar length of chain having weighted ends, any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

LEGAL REF: M.G.L. 71:37H

[Adopted - May 12, 2004]

[Revision Adopted - June 25, 2018]

VANDALISM POLICY

In all cases of vandalism, the School Committee will demand full restitution or thereupon, the School Committee will institute court action for such restitution.

Vandalism Policy

Oxford Public Schools should be respected as teaching and learning environments where students, staff, parents and community members can feel safe and secure. The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions. The District, in attempting to ensure that reparations are made and proper disciplinary action is taken, is instituting this policy on vandalism to send a clear and concise message to students and parents that vandalism will not be tolerated and any monetary burden will have to be borne by the parents of the perpetrator.

Vandalism not only affects the aesthetics of the building or property, but also sends the wrong message to our younger students, presents a negative appearance of our District and campuses to the community, promotes further acts of vandalism and could even encourage violence. These acts are also counterproductive in that they disrupt the normal flow of activities in and around the school or District and costly staff time and energy is invested in cleaning and repairing. In cases of severe damage, valuable instruction time may be lost if students are displaced from their classrooms.

Every person who commits any of the following acts with respect to any real or personal property not his or her own, in cases other than those specified by state law, is guilty of vandalism: 1. Defaces with graffiti or other inscribed material; 2. Damages; 3. Destroys.

“Vandalism” has a number of definitions, all of which have the common elements of destruction, damage, injury, or defacement of another’s property. In recognition of the debilitating impact of vandalism, current law provides for criminal penalties as well as civil liability for students and their parents.

In order to curtail vandalism and ensure that proper respect is shown of the property of others, acts of vandalism involving District property or the property of District employees and/or students will be considered serious offenses. Any student(s) who commits an act of vandalism against District property or the property of a fellow student or District employee related to school attendance or a school related activity will be held strictly accountable. Such accountability will include appropriate disciplinary action by the District including, but not limited to suspension or expulsion; personal and parental liability and responsibility for damages; and, where appropriate, referral to the criminal justice system. In addition to payment of the cost of damages, vandalism to a school bus will result in suspension of the student’s riding privilege. The degree of severity of punishment will be determined principal, following Mass General Laws, Case Law, 603 Code Mass Regulations and District policy.

As a part of the disciplinary process, full restitution for damages, including monetary restitution will be considered part of any rehabilitation and/or readmission plan. In recognition of parental

responsibility and involvement, parents/guardians of any student who commits vandalism of District property or the property of a District employee shall be responsible for restitution of damages to the maximum extent permitted by law, and if necessary, the School Committee will authorize pursuit of a court action for collection of such damages.

Mass General Laws 2004: Ch. 15 sec. 1, Ch. 34A, Ch. 34B, Ch. 34D, Ch. 44, sec. 53 (b), Ch. 59C, Ch. 69, sec. 1d, Ch. 71, sec. 37, Ch. 71, sec. 37h, Ch. 71B, sec. 1 and 3.

Case Law: Board of Education vs. School Committee of Quincy, Nicholas B. vs. School Committee of Worcester, Stock vs. Massachusetts Hospital School.

603 Code Massachusetts Regulations: 603 CMR 3.10, 603 CMR 23.02, 603 CMR 23.07, 603 CMR 30.02, 603 CMR 40.00.

Chapter 44: Section 53 City, town or district funds; use and disposition

Section 53. All moneys received by any city, town or district officer or department, except as otherwise provided by special acts and except fees provided for by statute, shall be paid by such officers or department upon their receipt into the city, town or district treasury. Any sums so paid into the city, town or district treasury shall not later be used by such officer or department without specific appropriation thereof; provided, however, that (1) sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth to cities, towns or districts for water pollution control purposes shall be available therefore without specific appropriation, but shall be used only for the purposes for which the allotment is made or to meet temporary loans issued in anticipation of such allotment as provided in section six or six A, (2) sums not in excess of twenty thousand dollars recovered under the terms of fire or physical damage insurance policy and sums not in excess of twenty thousand dollars received in restitution for damage done to such city, town or district property may be used by the officer or department having control of the city, town or district property for the restoration or replacement of such property without specific appropriation and (3) sums recovered from pupils in the public schools for loss of school books or paid by pupils for materials used in the industrial arts projects may be used by the school committee for the replacement of such books or materials without specific appropriation.

LEGAL REF: M.G.L. 266:98; 71:37; 71:37H; 71:37½; 71:34A; 71:34B; 71:34D; 603 CMR 23.00

[Adopted - December 11, 2000]

[Adopted - August 11, 2004]

[Revision Adopted - November 27, 2017]

STUDENT RECORDS POLICY

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC

LEGAL REF: Family Educational Rights and Privacy Act of 1974, P.L. 93-380 Amended
P.L. 93-380, AMENDED; 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12
Mass Department of Elementary and Secondary Education publication,
Student Records: Questions, Answers and Guidelines, Sept. 1995

[Adopted - December 11, 2000]

[Revision Adopted - June 22, 2005]

[Revision Adopted - October 13, 2016]

[Revision Adopted - November 26, 2018]

LOCAL WELLNESS POLICY

This policy pertains to all of the school day as well as one-half hour before and one-half hour after school.

1. Nutrition Education

1.1 All nutrition education will follow the 2015-2020 Dietary Guidelines for Americans. Nutrition resources will be current and easily accessible. Nutrition resources may be put at each cash register, serving line, or in all eating areas. (Example: MyPlate posters, portion size posters, and bookmarks.)

1.2 Nutrition education is part of a comprehensive health education curriculum and will be integrated throughout the curriculum in subject areas such as math, science, language arts, etc. (Example: High School uses The Glen Co. Chapter 10, Nutrition for Health, and Chapter 11, Managing Weight and Eating Habits. Nutrition is touched upon in Health Education using their own resources and covers many topics on nutrition and diet. My plate and the new food pyramid are used. Use everyday word problems in Math and Science and non-fiction articles in ELA/literacy.)

1.3 Provide teachers with professional development opportunities. (Example: Professional development opportunities are provided through French River Education for teachers to attend.)

1.4 Provide hands on activities to students in the classroom. (Example: Students have hands on activities, and some of the activities are used in math, science and literacy. Students also learn about health of other cultures through a cultural fair.)

1.5 Display attractive current nutrition education materials in dining areas.

1.6 Include nutrition education in before-school and after-school programming using healthy snacks, coloring books, board games, posters, etc.

1.7 Provide nutrition education to parents, community, and school board with use of brochures, flyers, and menus. (Example: Sent home and published on school website.)

1.8 Conduct staff wellness activities related to healthy eating habits and nutrition such as Weight Watchers, and provide information about healthy foods. (Example: Jump Rope for Heart Program, Zumba is offered after school at both elementary schools, Discovery Education Program at the Middle School, and P90X is offered at the Middle School for students and adults.)

2. Physical Education/Physical Activity

2.1 Follow the framework and curriculum for the physical education department.

2.2 Ensure that physical education teachers are certified by the State of Massachusetts.

2.3 Address the student/teacher ratio in physical education class yearly.

2.4 Provide classroom health education that includes the knowledge and self-management skills needed to maintain a physically active lifestyle.

- 2.5 Incorporate physical activity into other subject areas.
- 2.6 Do not use physical activity as a punishment or withhold recess and physical education. (This does not apply to extracurricular sports teams.)
- 2.7 Encourage physical activity verbally and through the provision of adequate space and age-appropriate equipment.
- 2.8 Provide other supervised opportunities for physical activity throughout the day.
- 2.9 Offer extracurricular physical activity programs, clubs, or intramural programs. (Example: High School has supervised weight training and ping pong club; Middle School has walking club and exercise club; Elementary Schools have a boot camp after school.)
- 2.10 Provide information and resources to help families incorporate physical activity into their lives.

3. Nutrition Guidelines

All Oxford Public Schools will follow the Massachusetts School Nutrition Standards for Competitive Foods and Beverages, unauthorized food sales will not occur in the cafeteria and/or in competition with reimbursable meals offered through the National School Breakfast and Lunch Programs.

3.1 All foods and beverages comply with the USDA regulations, state policies, and all food safety and security guidelines. (Example: Always consider food safety which includes food allergy and sanitation. Any food brought by students may not be shared with others. No food is allowed from outside vendors for students. Outside vendors are anyone outside the Federal School Lunch Program. Items not allowed include, but are not limited to, Pizza, Donuts, Cakes, Candy, Ice Cream, etc... All food/nutrition associates are Food Allergies and ServSafe certified.)

3.2 Food is prohibited as a discipline or reward for students both in and out of the classroom. (This includes candy or any food treat given out by teachers to students for a correct answer.) Snacks will be scheduled only when they can be served two hours before or after scheduled lunch times.

3.3 Send nutrition information home to parents: newsletter, menus, backpacks, etc.

3.4 Any school function that includes food must have healthy food choices made available to all. All functions must be approved by the designated person at each school. (Example: Healthy choices are approved by the Food Service Director; All food sold or not sold will follow the Massachusetts and USDA Foods and Beverage Nutrition Standards.)

3.5 All schools will have functioning water fountains that are clean and sanitized daily. (Example: Have and maintain a sanitizing log for the fountains. Water is also available free in the lunch line.)

3.6 At least 75 percent of fundraising activities will not involve the sale of food or beverage.

3.7 No fundraising activities involving the sale of food or beverages shall take place until one-half hour after school hours.

3.8 Each school will encourage non-food fundraisers, such as flowers, gift wrap, sporting events, and family fun events.

3.9 All vending machines not owned by the school lunch program will be shut off one-half hour before and one-half hour after school. No food will be provided by any outside source during school hours unless it meets federal lunch program guidelines and is approved by the Food Service Director.

Nutrition Guidelines

Meals served through the National School Lunch and Breakfast Programs will:

Be appealing and attractive to children;

Be served in clean and pleasant setting;

Meet, at a minimum, nutrition requirements established by local, state, and federal regulations;

Offer a variety of fruits and vegetables;

Serve only low fat and fat free milk - no more than 8 ounces;

Ensure that all grain based products primary ingredient is whole grain;

No beverages other than juice, milk, milk substitutes, and water shall be sold or provided;

Foods shall contain no more the 30 percent of its calories from fat and 10 percent of its calories from saturated and trans fat combined;

Continue to follow and comply with all USDA regulations and state policies; and

Continue to follow School Committee School Lunch Charge Policy.

Breakfast

Ensure that breakfast is available each school day, meeting nutritional needs and enhancing students' ability to learn.

Schools will, to the extent possible, arrange bus schedules and utilize methods to serve breakfast.

Schools will notify parents and students of the availability of the School Breakfast Program.

Schools will encourage parents to provide a healthy breakfast for the children through newsletter articles, take home materials, or other means.

Lunch

Adequate adult supervision will be provided;

Adequate seating will be provided;

Students will be allowed to converse with each other;

Provide at least 15 minutes to eat breakfast and 20 minutes to eat lunch;

Have information available to students/staff/parents concerning USDA regulations and policies;

Provide education with John C. Stalker's List (a list of healthy snacks put together by Framingham State University's John Stalker Institute), posters, signs, and menus with portion sizes with healthy choices;

Have students participate in taste testing; and

All Food Service Staff personnel will be certified in ServSafe, Allergy, HACCP, and Fire Safety.

4. USDA Meal Guidelines and Regulations

4.1 Provide adequate seating in the cafeteria to accommodate students during each serving period.

4.2 Allow students to converse with one another while they eat their meals.

4.3 Have adequate adult supervision in the dining area.

4.4 Make information available to students and their parents/guardians concerning USDA school meal requirements and the nutrition content of food and beverages provided/sold.

4.5 Ensure that all school breakfast and lunch meals comply with USDA regulations and state policies.

4.6 Provide at least 15 minutes to eat breakfast and 20 minutes to eat lunch.

4.7 Address portion size in the food goals.

4.8 Schedule recess for elementary students before lunch.

4.9 Have students participate in taste test and or surveys to obtain their input on school meals.

5. Life Threatening Allergies

5.1 The Oxford Public Schools Nurses will notify the Food Service Director of All Allergies. The Food Service Director will put all allergies notifications into the students' accounts to be seen on the cashier's screen.

5.2 All Food Service Staff will be Allergy Certified upon hire.

5.3 A safe environment will be provided in every cafeteria such as food specific-free zone area.

5.4 Each school will implement a "NO FOOD OR UTENSIL" sharing practice with focus on the elementary levels.

5.5 There will be "NO FOOD SHARING."

5.6 Students with a food allergy will be encouraged to bring in their own snacks.

5.7 It is the parent/guardian's responsibility to inform the school nurse of any allergies.

6. Diabetes

6.1 The school nurse will be provided with a nutritional fact sheet along with each new menu to help the student with proper insulin measurements.

Helpful Websites

www.choosemyplate.gov

www.johnstalkerinstitute.org/alist

www.doe.mass.edu/news/news

www.actionforhealthykids.org/assets/clubs

www.healthiergeneration.org/schools

www.cspent.org/schoofundraising

www.schoolnutrition.org

www.nal.usda.gov/fnic/dietary-guidelines

LEGAL REF: USDA Food and Nutrition Service, Section 204 of Federal Public Law 108.265
Healthy, Hunger-Free Kids Act of 2010, Public Law 111.296

[Adopted – April 25, 2006]

[Revision Adopted – September 28, 2009]

[Revision Adopted – October 23, 2017]

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

The School Committee encourages parents and guests to visit special education classrooms to observe and learn about the instructional programs taking place in our schools. While the School Committee encourages the involvement of parents and community members in the education of students, we have a duty to protect the safety and confidentiality of our students as well as to ensure that the integrity of the educational process is not unnecessarily disputed.

The following guidelines to classroom and visits should be followed.

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.
2. The Special Education Director or designee shall contact the parent/guardian(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent/guardian requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.

11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow-up TEAM meeting. .

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical
Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

[Adopted - May 14, 2018]

PHYSICAL RESTRAINT AND BEHAVIOR SUPPORT

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016.

The Oxford Public Schools is committed to maintaining a safe, secure and orderly school climate which supports academic achievement while respecting the rights of the individuals comprising the school community. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. At times, physical restraint of a student may be necessary to protect that student or other individuals.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Oxford Public Schools community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to the Oxford Public Schools staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Oxford Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide.

A. Individual crisis planning/ Crisis Intervention Plans: When students present as being in crisis or aggressive, their case will be discussed with the Building Based Team (BBT) to determine a plan of action and appropriate staff will be identified to implement the plan. This plan may include, but is not limited to, a functional behavior assessment, clinical assessment, a behavior intervention plan, safety plan, and/or support from related service providers.

B. De-Escalation Techniques: Verbal or non-verbal de-escalation strategies are implemented when a student is showing signs of agitation, anxiety, and defiance. These behaviors may include shutting down, pacing, work refusal, inappropriate verbalizations, and destroying academic materials. The de-escalation response is to offer assistance, a break, space and quiet time to calm down, setting clear limits, or providing other positive choices to the current behavior.

Methods for Engaging Parents.

Any parent with concerns about the use of physical restraint at any school within Oxford Public Schools may request a meeting with the building Principal, Director of Special Education and Student Services or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described below.

Alternatives to Physical Restraint and Methods of Physical Restraint

A. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out

B. Methods of Physical Restraint

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

Description of Physical Restraint Hold Used by District: All staff members conducting restraints are trained by personnel certified by the District's training agency. The District only supports restraints supported by the training agency.

Prohibited Forms of Restraint.

A. Medication restraint, mechanical restraint, prone restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Oxford Public Schools.

B. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Oxford Public Schools.

Staff Training, Physical Restraint Reporting, and Follow-Up Process.

A. Staff Training

All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.

Required training for all staff will include review of the following:

- Oxford Public Schools Physical Restraint and Behavior Support Policy
- School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- The role of the student, family, and staff in preventing physical restraint;
- Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- Identification of Oxford Public Schools' staff who have received in-depth training (as set forth below) in the use of physical restraint.

B. In-Depth Training

1. At the beginning of the school year, the building Principal and Director of Special Education and Student Services will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
2. Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
3. In-depth training will include:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine

whether the use of restraint is warranted;

- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

C. Physical Restraint Reporting

1. Report to Building Principal:

- a. Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
- b. The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.

2. Report to Parent(s) of Physically Restrained Student:

- a. The Principal or designee shall make reasonable efforts to verbally inform the student's Parent of the physical restraint within twenty-four (24) hours.
- b. The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with an email address.
- c. The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent and/or student may also pursue the Grievance Procedure described below.

3. Report to Department of Elementary and Secondary Education (DESE):

- a. Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. The District will also comply with whatever additional requirements are promulgated by DESE.
- b. Oxford Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

4. Report to Law Enforcement and Other Agencies:

- a. Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
- b. Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.

5. Contents of Written Report

a. The written report of any physical restraint shall include:

i. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.

ii. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

iii. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.

iv. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

v. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

b. Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures, including:

i. Reviewing the incident with the student to address the behavior that precipitated the physical restraint;

ii. Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and

iii. Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

Building Principals Shall Implement Procedures for Period Review of Physical Restraint Data through two types of administrative reviews.

A. A weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the progress and needs of such student, with the goal of reducing or eliminating future restraint. The team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the behavior and develop a written action plane.

B. A monthly, administrative review of school-wide physical restraint data will be conducted. This review will consider patterns of restraints, number of restraints, duration of

restraints and any injuries caused by restraints, and whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

Building Principals Shall Implement a Procedure for the Use of Time-Out.

A. Time-Out is defined as a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

B. Inclusionary time-out: When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of inclusionary time-out functions well as a behavior support strategy which includes practices used by teachers as part of their classroom behavior support tools, such as planned ignoring, asking student to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities. Inclusionary time-out does not include walled off "time-out" rooms located within the classroom; use of those is considered to be exclusionary time-out.

C. Exclusionary time-out: The separation of the student from the rest of the class either through complete visual separation or from actual physical separation. Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may be directed to a separate setting for the purpose of helping the student to calm. In order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available to the student in an exclusionary time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

Such procedure shall include the process by which staff will obtain the Principal's approval upon discussion with the Director of Special Education and Student Services for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

Grievance Procedures.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a

physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to the Director of Special Education and Student Services.

The Director of Special Education and Student Services will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Special Education and Student Services and the Department of Elementary and Secondary Education.

A written report will be developed by the Director of Special Education and Student Services and provided to the complainant.

[Adopted - September 26, 2016]

BULLYING POLICY

I. Policy

A. It is the policy of the Oxford Public Schools to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community free from sexual harassment, bullying, hazing and intimidation. These terms are referenced herein as “harassment”, which is more particularly defined below. The District in the strongest possible terms condemns harassment, whether based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other reason.

B. It is a violation of policy for any administrator, teacher or other employee, or any student or other member of the school community, to engage in or condone harassment in school, on school grounds or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

C. This policy is not designed or intended to, nor shall it, limit the school’s authority to take disciplinary action to take remedial action when such harassment occurs out of school, but has a sufficient nexus to school under applicable law, or is disruptive to an employee’s or student’s work or participation in school-related activities.

Reports of harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when a sufficient nexus to school or school-related work exists, will result in discipline.

D. It is the responsibility of every employee, student and parent to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school district are implemented. All members of the school community are and must act as partners in such efforts if we are to have any reasonable chance of success in preventing or minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.

E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive reasonably prompt and appropriate handling of the complaint. While proper enforcement of this policy foreseeably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement.

F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Prohibition and Definitions

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, neither any student, nor employee nor other member of the school community shall be subjected to harassment, intimidation, bullying, or cyber-bullying in any public educational institute.

A. “Harassment”, including “Bullying”, the latter including but not limited to “cyber-bullying”, as used in this policy means an unwelcome written, electronic, verbal or physical communication, act or gesture which: (1) reasonably causes a student or employee to feel coerced, intimidated, harassed or threatened and (2) under the circumstances foreseeably may cause: (a) a reasonable person to suffer physical or emotional harm, or (b) damage to a student’s or employee’s property, or (c) a disruptive or hostile school environment. The behavior must interfere with an employee’s ability to perform his or her duties or with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges:

1. that are being offered by or through the school district; or
2. during any district-related educational program or activity; or
3. while in school, on or using school district property or equipment, in a school vehicle, on a school bus, at school-designated bus stops, at school-sponsored activities, at school-sanctioned events; or
4. through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute related to or provided or facilitated by the district; or
5. in circumstances otherwise having a sufficient nexus with the school district.

B. “Electronic communication” as used in this policy means any communication through an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

III. Guidelines and Procedures for Investigating and Processing Harassment Claims

Harassment may take many forms. In a school district, such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent’s child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the District’s authority to take appropriate action as to same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

A. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.

B. In all charges of harassment, the victim should describe in writing the specifics of the

complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible victim should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, taking into account all material information and circumstances, concludes that a violation of this policy more likely than not has occurred.

C. Any school employee who has reasonably reliable information that would lead a reasonable person to suspect that a person may be a target of harassment, bullying or intimidation shall immediately, as a condition of employment report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each such incident and the resulting consequences, including discipline and referrals if any, to the Superintendent's office in timely fashion and without any avoidable delay.

D. A good faith report from a staff member is not grounds for any legal liability and, since such reports are a condition of the staff member's employment is considered to have been made in the course of employment for purposes of employment the Municipal Tort Claims Act, M.G.L. c. 258. As a result, the employee would not be subject to damages simply by reason of making such a report, and in the event of a suit based solely thereon would be covered by the school district's insurance policy which provides defense of such suits.

E. If an instance of student to student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the Building Principal/Designee in timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the Superintendent or District School Committee, who is presently the Assistant Superintendent, shall conduct the investigation and report to the alleged harasser's immediate supervisor.

F. If a situation involving a charge of staff member to student harassment, as defined in Sec. II. above, is brought to the attention of any staff member, the staff member should notify the Building Principal immediately.

G. Once a charge of harassment has been made, the following course of action should be taken.

1. The Building Principal or such Principal's designee should conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

If the Principal himself or herself does not conduct the investigation, he or she should review the designee's report and supporting documentation (by way of example only, any written, signed statements by the complainant setting forth the allegations, any such statement by the accused and witnesses, and any other materials such as those mentioned above), as appropriate to the then current stage of the investigation and before making any determination as to whether a violation

more likely than not has occurred, and if the Principal deems such necessary or advisable should conduct direct interviews himself or herself during or following such review and before making a determination.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of his/her right to have a third party present at the time of the discussion if apt, and in the case of a teacher of the right to counsel if the any discussion could conceivably lead to a suspension (see, M.G.L. c. 71, sec. 42D).

In situations involving harassment of students, the Principal should conduct an investigation with the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions if warranted.

Parents of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or one of them must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and her or his parent(s) will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook and not readmitted to the regular school program until the student and his or her parent(s) attend such meeting. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A satisfactory conference with the student and his or her parent(s) or legal guardian(s) must occur prior to the student's readmission.

It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the Principal/Designee and/or parent when appropriate.

During this discussion, the offending behavior should be described by the victim and the administration. If warranted a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If circumstances do not permit a face to face meeting the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The Principal or his or her designee at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of any resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the agreement. The administrator shall sign the summary, and if any party to

the meeting refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the Principal shall keep a copy of same in her or his records.

H. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following may occur:

1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to discipline, including but not limited to counseling, suspension or expulsion.

2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.

In all cases where in the good faith judgment of the Principal or Superintendent the circumstances so warrant, a referral to law enforcement will be made. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

III. Retaliation

In the event of retaliation in any form against any person who has made or filed, or provided any information as to, a complaint relating to harassment, any employee or student found to have engaged in same shall be subject to discipline in accordance with applicable law. In the case of an employee, up to and including dismissal from employment, and in the case of a student up to and including expulsion. If warranted a referral to law enforcement shall also be made.

IV. Confidentiality

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

LEGAL REF: Title VII of the 1964 Civil Rights Act, Section 703
Title IX of the 1972 U.S. Civil Rights Act
Chapter 151C, Massachusetts General Laws
M.G.L. 76:5; 269:17; 269:18; 269:19; 71:82; 71:84

[Adopted - May 10, 2010]

[Revision Adopted - March 13, 2017]

MASSACHUSETTS GENERAL LAWS AND REGULATIONS

RELATIVE TO SCHOOLS

Chapter 44: Section 53 City, town or district funds; use and disposition

Section 53. All moneys received by any city, town or district officer or department, except as otherwise provided by special acts and except fees provided for by statute, shall be paid by such officers or department upon their receipt into the city, town or district treasury. Any sums so paid into the city, town or district treasury shall not later be used by such officer or department without specific appropriation thereof; provided, however, that (1) sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth or a county to cities or towns for highway purposes and sums allotted by the commonwealth to cities, towns or districts for water pollution control purposes shall be available therefore without specific appropriation, but shall be used only for the purposes for which the allotment is made or to meet temporary loans issued in anticipation of such allotment as provided in section six or six A, (2) sums not in excess of twenty thousand dollars recovered under the terms of fire or physical damage insurance policy and sums not in excess of twenty thousand dollars received in restitution for damage done to such city, town or district property may be used by the officer or department having control of the city, town or district property for the restoration or replacement of such property without specific appropriation and (3) sums recovered from pupils in the public schools for loss of school books or paid by pupils for materials used in the industrial arts projects may be used by the school committee for the replacement of such books or materials without specific appropriation.

Chapter 71: Section 37 Powers and duties

Section 37. The school committee in each city and town and each regional school district shall have the power to select and to terminate the superintendent, shall review and approve budgets for public education in the district, and shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education.

Chapter 71: Section 37H Policies relative to conduct of teachers or students; student handbooks

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and

school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

c. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of this appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

d. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H ½ felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H ½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days

of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Chapter 71: Section 34A Transcript of student's record; availability

Section 34A. A person operating or maintaining an educational institution within the commonwealth shall, upon request of any student or former student thereof, furnish to him a written transcript of his record as a student. There shall be no charge for any transcript originally furnished by any such person hereunder, but for any duplicate or additional transcript furnished hereunder a charge of not exceeding one dollar for each page, but not exceeding five dollars for the entire transcript, may be made by such person.

Chapter 71: Section 34B Remedy for failure to furnish transcript of student's record

Section 34B. In case any person subject to section thirty-four A shall refuse or neglect for thirty days after such request to furnish such a written transcript, the student or former student requesting the same or, if a minor, his guardian or next friend, may present to the superior court for the county within which such person so subject resides or such institution is located, or for the county of Suffolk, a petition addressed to said court and praying for such relief as it may deem proper in the circumstances; and thereupon such court shall have jurisdiction of such petition and may issue such orders relative thereto as it may deem proper, and any failure or refusal to obey any such order may be treated by the court as a contempt thereof. Upon any such petition the court may award costs and reasonable attorney's fees to the petitioner.

Chapter 71: Section 34D Student records; maintenance, storage, destruction, etc.; inspection by parent or guardian

Section 34D. The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept.

PARENT ACKNOWLEDGEMENT OF RECEIPT OF HANDBOOK

I have received a copy of the PARENT-STUDENT HANDBOOK for the Oxford Elementary Schools. I understand that it is my responsibility to familiarize myself with its entire contents including the School Committee policies.

Parent/Guardian Signature

Date _____

Comments:

PERMISSION TO RELEASE STUDENT'S NAME AND PICTURE

I hereby give permission to the Oxford Public Schools to release my child's name and picture in accordance with the Confidentiality Section of the Parent-Student Handbook.

Parent Signature

Date _____

