

**Naquag Elementary School
Student/Parent Handbook**

**Kindergarten, Grades 1 & 2
2023-2024**



**Naquag Elementary School
285 Main Street
Rutland, MA 01543
508-886-2901**

Welcome – Principal’s Message

To the Parents & Guardians of Naquag Students:

Welcome to Naquag Elementary School! Our dedicated staff is enthusiastic to begin the new school year and work with students and parents/guardians to build a strong, positive learning community. We believe in the importance of communication and acknowledge the necessity of a partnership between parents and teachers as an invaluable part of the education process.

We recognize the importance of developing a strong learning foundation during the primary years of elementary school. District-wide, ELA (English Language Arts) instruction will include Fountas & Pinnell Classroom (FPC) instruction for kindergarten, plus first and second grades. Fountas and Pinnell Benchmark Assessment Systems (BAS) is implemented during the school year to assess reading skills as well as STAR assessments for ELA and Math. District-wide Eureka Math Squared is utilized for math instruction in our K - 2 classrooms, following math curriculum standards. Science and Social Studies is integrated in our ELA classes.

Naquag Elementary's dedicated staff always goes the “extra mile” for each student; our goal is for each child to enjoy school, do their best and to succeed. We are excited to continue incorporating **SEL** (Social Emotional Learning) skills and strategies throughout our day (including understanding and managing emotions, feeling and showing empathy to others, establishing and maintaining positive relations and making responsible decisions). We implement a variety of SEL strategies and techniques while teaching and modeling respect, responsibility and safety for all students and adults in the building. The Naquag **LOOP** pledge, “We promise that each and every day we will respect **L**earning, **O**urselves, **O**thers and **P**roperty” guides us throughout the school day to be respectful and kind in everything we do and to everyone we encounter.

The Naquag Elementary faculty is continually analyzing and researching information, then using this data to plan and direct instruction to better meet the needs of our students. Daily ***Response to Intervention (RTI) Tier II*** instruction provides specific learning opportunities in reading and mathematics for higher and lower achieving students in all three grade levels.

We will continue our communication through our School’s website and the use of School Messenger phone calls and emails. You are welcome to contact me with any questions or concerns. Our school website is available at: www.wrsd.net/naquag.

Kristina Pelczarski (Kristina_pelczarski@wrsd.net)

Naquag Elementary School
285 Main Street, Rutland, MA 01543
Phone (508) 886-2901, Fax (508) 886-2803

Naquag School Administration and Staff

Principal: Kristina Pelczarski
Assistant Principal: Jaime Wheeler
Secretary: JoAnne Bedard

Kindergarten:

Deborah Baldwin
Heather Nichols
Nicole Borges
Amy Collette
Kerry Monaco
Elizabeth Shaw

Grade 1:

Jennifer Szczuka
Christina Little
Trefa White
Kimberley McCormack
Amanda Strong

Grade 2:

Kelly Allyn
Kelly Anderson
Corinne Balyk
Ericka Humphrey
Lynn Jordan
Pamela Westberg
Corey Macaruso

Special Education:

Suzanne Huard
Maria O'Donoghue

District-wide Classroom:

Heather Marois

Specialists:

John Barbale - PE
Janie Griffin - Music
Mary Shepherd - Art

School Psychologist:

List Hunt

School Counselor:

School Nurse:

Michele Salvatore

Cafeteria:

Katie Coulter
Kelly McElroy

Custodians:

Anthony Rossetti
Bill Johnson
Chris Covello

SCHOOL SCHEDULE: 2023-2024

Arrival time for all students is from 8:45 to 9:00 AM

Children should not arrive prior to 8:35 AM

School buses will begin unloading at 8:45 AM

Dismissal is at 3:30; we call for dismissal procedures to begin slightly prior to 3:30..

DISMISSAL DURING THE SCHOOL DAY

Students who are to be dismissed during the school day should be picked up by parents at the school office. You will also be asked to sign your child out in the office register. Children WILL NOT be allowed to leave the school with an unscheduled visitor.

Early dismissal of children can be arranged through the office. Please send a note to your child's teacher including the following information:

1. The reason for dismissal
2. The time he or she is to be dismissed
3. Who will pick up the child

No child will be dismissed to a person other than the parent of the child unless a note has been sent from the parent. If you would like someone other than a parent to dismiss, the person will be asked to provide identification. Please come to the office and your child will be called to the office. **We wait until parents arrive so that students do not miss more class time than necessary.**

Parents who have not written a note because of unforeseen circumstances are asked to call the school to notify the administration of their need and reasons for taking the child out of school. **We ask that phone requests for alternate dismissal be limited to an unexpected change and received prior to 2:00 PM.** The safe dismissal of this school requires the attention of all staff.

VACATIONS (during school and makeup work)

Families are expected to plan any family trips/vacations so as not to occur on days when school is in session. We encourage families to schedule these to coincide with school vacation periods. The Massachusetts Department of Elementary and Secondary Education (DESE) points out that students who are absent from school for reasons other than illness or family emergency are “truant.” As per the DESE, schools are not required to plan work for student absences other than for illness or family emergency, or to make up instruction or work for students who are absent for other reasons.

Students who have been absent or who are doing poorly in a subject must assume the responsibility for making up work. If a student is absent for illness or family emergency for a prolonged period of time, she/he will be given an adequate amount of time to make up for missed work. Upon return to school, a student who is absent for any other reason will have one day for every day of absence to make up and submit all work missed during the absence.

It is recommended that parents request class assignments for a sick student to complete at home if the absence exceeds more than one day. This may prevent a child from being overwhelmed by having to make up missed schoolwork while trying to keep up with current assignments when she/he returns to school. **Please request before 12 noon to arrange for make up work.** These assignments can be picked up at the school office at the end of the day.

STUDENT TRANSFERS

Please inform the school when you are moving. The following information is required:

1. The last date that your child will attend school;
2. Your new address; and
3. The name of the next school that your child will attend.

In order that records may be forwarded to the new school, release forms must be signed.

DISTRICT CALENDAR

See Wachusett Regional School District School Calendar 2022-2023 on the WRSD website www.wrsd.net

NAQUAG PTO

Much support has been provided to the teachers and administration through the Naquag PTO, a group of parents, teachers and members of the Rutland community. Support has come in the form of financial aid

and time donated by dedicated volunteers. The Naquag PTO provides financial assistance for enrichment opportunities and additional support toward teachers, classrooms and our school. Please contact the school office for additional information if interested in becoming a part of this organization .

SIMCO

The School Improvement and Modernization Council (SIMCO) is formed to establish a process of interaction between the community, teachers, and administration which will enable Naquag to become an environment cognizant of change and the need for continuing improvement. The council meets approximately six times per year at a time determined by the council. Meetings are open and thus will be posted as required. The Naquag PTO holds an election in September to fill parent member vacancies within SIMCO. Councils are required and regulated by Massachusetts Law and one member of the council serves on the Superintendent's District Council.

FUNDRAISING

Events may be planned throughout the school year to support student enrichment activities and assembly programs. Our PTO facilitates other annual fundraising events to provide additional assistance with special learning classroom activities and curriculum-based enrichments.

COMMUNITY OUTREACH

Throughout the school year, Naquag Elementary will participate in various community outreach projects to a variety of non-profit organizations. Parents are encouraged to make their own decision regarding participation in these activities.

TRANSMISSION OF FUNDS TO THE SCHOOL

From time to time it is necessary for parents to send money to school for various purposes. All money sent to the school for these types of items should be paid by check made out to: the Wachusett Regional School District. Please avoid sending cash if at all possible.

CAFETERIA INFORMATION

During the 2023-2024 school year, the USDA has extended the **Universal Free Meal program**. A complete lunch (including an entrée, fruit and/or vegetable side choices and milk) will be of no cost to all students. Please Note: The cost of a milk only or an extra milk is \$0.60. Parents are encouraged to pay online with My School Bucks. Checks for this purpose should be made out to: Naquag School Cafeteria. Monthly menus are available on the www.WRSD SchoolNutrition.com website.

ALL STUDENTS ARE EXPECTED TO EAT LUNCH unless a note from parent or guardian is received by the school administration. On early release days, a grab n' go bag lunch will be provided to students as they dismiss. These meals will be pre-ordered in the classroom during attendance.

School lunches begin the first day of school. Lunch and breakfast will be free for the 2023-2024 school year!

Please contact Margaret Barton at 508-829-1670 x278 or Margaret_Barton@wrsd.net if you have questions.

MARKING SYSTEM

Report cards are issued three times a year. Teacher/Parent Conferences will be held in lieu of the first term

report card for K - 2 children. Dates: To Be Determined (IEP Progress Reports will be shared with parents following the report card calendar.)

Term 1	8/30/23 - 11/3/23	Teacher/Parent Conferences - TBD
Term 2	11/6/22 - 1/26/24	Report Cards Online - Power School Parent Portal
Term 3	1/29/23 - 4/5/2024	Report Cards Online - Power School Parent Portal
Term 4	4/8/2024 - Last Day of School	Report Cards Online - Power School Parent Portal

HOMEWORK GUIDELINES - Suggestions to Parents

Parents are encouraged to keep current with their children's homework. It is suggested that the following may be helpful:

1. Provide
 - a. an adequate clean work space
 - b. good reading light
 - c. a quiet environment and
 - d. necessary materials-pencils, paper, etc.
2. Motivate by showing interest.
3. Check homework for accuracy, completeness, and neatness.
4. Assist in practice, review and preparation of reports.

The average amount of time per evening for each student to spend on homework is suggested:

Grade K-1 At the discretion of the classroom teacher

Grade 2 30 minutes

These times are "per evening" totals of all subjects.

Our curriculum and homework assignment estimates are designed around students with average work habits. We recognize that the length of time required for a child to complete homework is highly individual. Students should be encouraged to complete and check their assignments carefully, and parents are urged to communicate with the teacher if it appears that the work is taking an extraordinary amount of time. Also, it is critically important that you inform the teacher if you see your child is encountering significant consistent difficulty with their homework.

NOTES FROM PARENTS

The school assumes a serious responsibility relative to the safety of pupils attending our school. That responsibility, which we share with you, the parents, begins when your child starts for school in the morning and continues until he/she arrives home in the afternoon – providing, of course, that he/she goes directly home.

Every precaution must be taken to ensure the safety of all students. Such measures include written notes from the parent or guardian whenever changes occur from the normal routine.

Examples requiring a note include:

- your child is dismissed by someone unknown to the teacher or the school office;
- your child, who regularly rides the school bus, will not be riding the school bus;
- your child is to be dismissed for the purpose of attending religious services;
- your child will be attending Rutland Recreation "Safe Place" before/after school. One note at the beginning of the school year will suffice;
- your child will be walking to CCD, Scouting activities or recreation programs.

Change in Dismissal Plans: Please notify the front office by 2:00 PM.

TELEPHONE MESSAGES AND DELIVERIES

Messages and deliveries from home should be left in the Office and will be delivered as early in the day as possible. Students will be called out of class only in an emergency. Naquag has an automated phone system and teachers have voice mail for your convenience.

SCHOOL SERVICES:

LIBRARY

The school library is an integral part of the school program. It supplies material to support student class work and to encourage recreational reading. The usual loan period for books, magazines and pamphlets is two weeks. Children may not borrow reference books; reference materials must be used in the library itself. Not returning borrowed items may result in loss of privileges. Students must pay for books or other materials which are lost or damaged.

SCHOOL PICTURES

School pictures will be taken by O'Connor's Studios. Specific dates and information TBD due to remote and hybrid instruction.

LOST AND FOUND

The school maintains a lost and found area for articles of clothing only. All books and items of value other than clothing is kept in the school office until claimed. Following the school year, lost and found items are sent to the Rutland Food Pantry.

VALUABLES

The school cannot assume responsibility for items that are lost or stolen. Valuable items not necessary for schoolwork should be left at home. These include: radios, cell phones, electronic handheld games laptops/chromebooks, and other electronic devices and any items using headphones. Unless deemed necessary by the classroom teacher and administration for learning purposes, any type of such electronic device is not allowed at school.

CELL PHONES

Students may **NOT** bring cellphones to school. Any cell phone found or seen or heard in use during the school day will be confiscated and taken to Naquag's main office. A parent/guardian is the only person who can retrieve a confiscated cell phone from administration.

VOLUNTEER PROGRAM – Criminal Offense Record Information (CORI) Requirement

Due to Covid 19 building safety and protocols, we need to “postpone” volunteer help in classrooms and our building until additional notice.

According to Massachusetts State Law, all school volunteers MUST have current CORI checks through the school system in which they plan to volunteer. In other words, a recent CORI check performed in another school system is not acceptable. Your CORI check needs to be filed through the Wachusett Regional School System. Any activity with students requires a CORI check, including chaperoning field trips and volunteering in the classroom. The paperwork is simple and available through the WRSD website (www.wrsd.net) or in our office. The CORI paperwork takes several weeks to process. We suggest completing this paperwork at the start of the school year to provide adequate processing time for future school events. The CORI checks are good for three years, at any school in the Wachusett District; please be aware of your expiration date and submit the paperwork for renewal one month prior. Further information may be obtained through the school.

USE OF SCHOOL FACILITIES

The Wachusett Regional School District Committee has agreed to make Naquag School available for educational, recreational and civic purposes to recognized, responsible organizations within the town.

The practical requirements for use of school facilities are:

- A. Programs cannot interfere with regular school activities.
- B. Activities cannot damage or cause excessive depreciation of school property.
- C. Fees for use of the facility are regulated by school committee policy. Call the school for

current rates for facility use and for costs of custodians and cafeteria workers.

- D. All users are required to apply in advance, using the required District forms available on the District website.
- E. Organizations seeking to use the kitchen must hire a District cafeteria worker to be present during the use period.

HEALTH SERVICES:

Students who become ill or injured will be directed to the school nurse(s) for assessment, evaluation, treatment and/or referral. If the nurse is not available, students are to report to the office. Students are not to leave the building without authorization. Parents will be notified when a child must be sent home. If the parents cannot be contacted, the person indicated on the Emergency Card will be called. It is imperative that the Emergency Card be completed annually and updated as necessary.

PHYSICAL EXAMINATIONS:

Massachusetts requires that a physical examination by a healthcare provider be on file with the nurse for kindergarten entry and every four years thereafter (Grades 4 and 8). Students entering the District without records or a recent physical must have a physical examination within the 1st year.

MANDATED SCREENING PROGRAMS:

Students in Grades K, 1, 4, 6-8, and 9 are weighed and measured and students in grades K & Grades 5, 7 and 10 are tested for vision and hearing. Students in Grades 5-9 receive an annual postural screening for scoliosis. The screening is done by the school nurse with assistance from the Physical Education staff. Parents will be notified if screening procedures identify possible problems.

CONTAGIOUS CONDITIONS:

Naquag will follow the District's protocol for Covid 19 safety and procedures. Parents are requested to report any incidence of contagious disease or condition to the school nurse. This includes incidence of head lice and scabies. When these conditions are identified, the student will be sent home. Return to school is permitted following treatment and verification by the school nurse that the student is free of disease, lice, nits or mites.

IMMUNIZATIONS:

All students must be compliant with immunizations required by Massachusetts regulations (102 CMR 7.09 and 105 CMR 220.00) and established by the Massachusetts Department of Public Health. The only exemptions are for documented religious or medical reasons.

WRSD DRESS/PERSONAL ATTIRE:

Neatness, cleanliness, and appropriateness are the keystones of school dress and appearance in the Wachusett Regional School District. Personal dress and appearance may not violate reasonable standards of health, safety, cleanliness, and may not result in disruption or disorder within the school.

The WRSD Dress Code for school and school functions hopes to achieve three goals:

1. Promote a respectful learning environment.
2. Promote a safe learning environment where dress does not interfere with the successful and safe completion of learning activities.
3. Promote an equitable and inclusive learning environment in which the dress code does not negatively impact any group based on race, sex, gender identity, sexual orientation, national origin, ethnicity, religion, disability, socio-economic status, and/or body type/size.

The responsibility of proper dress and grooming rests primarily with the student and his/her/their parents or guardians. We ask that students and parents/guardians work to ensure that the goals outlined above are being met with the student's school dress attire.

Hoods, except those worn in relation to required religious practice or with prior administrative approval due to a disabling condition, may not be worn within the school building as such headwear interferes with the identification of students and presents safety concerns. Sunglasses are not to be worn inside the building

except with medical authorization and prior approval of the school administration.

Offensive clothing can sometimes be subjective to the individual; however, students should be aware that if symbols, words, or pictures on clothing cause, or are reasonably forecast to cause, a substantial disruption of the school environment, they will be asked to remove and replace the offensive clothing. Offenders may be subject to other disciplinary action as well. To this end, we ask that students and parents be considerate of how dress choices affect the safety and comfort of others. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana or other controlled substances, and weapons.

In addition, a student's personal dress and appearance must comply with any and all applicable state and federal health and safety regulations, especially while attending a lab or shop.

NO-SCHOOL ANNOUNCEMENTS

A School Messenger call and email will be made by the superintendent to all parents to notify them of school cancellations and delayed opening announcements. Notification of the school cancellations and delayed openings will also be posted on the District website and aired on local radio/television stations beginning at approximately 5:30 a.m.

Please do not call the school regarding inclement weather. Please listen for the "Wachusett School District" as Rutland may not be specifically mentioned on the radio or television. In the event of an announcement of a delayed opening, parents are encouraged to keep listening to these stations for announcements indicating a change to NO SCHOOL should weather conditions worsen. Delays are usually up to two hours.

School Messenger is an automated telephone/email notification system used by the School District to contact parents in the event of inclement weather cancellations or delays, as well as important events happening in the school or District.

EMERGENCY DISMISSAL

In an emergency, such as severe, fast changing weather or a boiler breakdown, school may be dismissed earlier than the regular closing time. An early dismissal/emergency procedure form is sent home at registration time to be filled out and returned promptly. The form is kept on file in the student's classroom so the teacher can carry out your instructions. Except in the most severe emergency, all parents will be notified by School Messenger (email and/or phone call) of an early dismissal.

SCHOOL SAFETY AND SECURITY

Our school District, along with the rest of the state, is deeply concerned with the safety of our students. Events in the recent past have focused our attention on reviewing our safety plans and further planning for any possible interruption to our school days. With this in mind, the following procedures will be followed:

1. Access to School Buildings

All doors at Naquag School are locked during the day. (All doors may be easily opened from the inside.) The front door has a security system equipped with a camera and intercom. During school hours, all visitors must identify themselves to the front office before the door is unlocked.

Visitors, volunteers and others entering the school must report to the office to sign-in. Visitors need to wear a valid WRSD issued CORI Volunteer badge or obtain a visitor pass before proceeding into the academic areas of the building. Access to the classrooms through the auditorium/gym is not permitted.

2. Safety in the Classrooms, Halls and Rest Rooms

Classroom behavior rules and procedures are clearly identified in all classrooms.

3. Safety on School Grounds

Playground behavior rules and procedures are discussed at the beginning of the school year; adequate personnel are on duty during playground and indoor recess times. No students are released to play areas without supervision. Two-way radio communications are maintained during all outdoor play times and during outside physical education classes.

4. Safety During the Arrival and Dismissal Times

Walking students and students being driven to school should plan to arrive no earlier than 8:45 AM. (This time does not include those students enrolled in the Rutland Recreation's SAFE PLACE Before School Program.) Duty personnel will be assigned at 8:45 AM to supervise arriving children.

Students arriving on school buses will be unloaded starting at 8:45 AM with duty personnel both outside and inside halls. Walking, SAFE PLACE, parent pickup students, and those walking to other activities such as Girl Scouts or CCD will be dismissed with staff supervision. Duty personnel will be outside to assist with the parent pickups. Buses will be loaded from lines, each supervised by teachers.

5. Responsibility of Staff Members

Staff members are kept up to date on safety rules and procedures and are empowered to act individually depending on the emergency. Procedures for evacuation and securing without evacuation are in place. Staff continually monitor their areas and report visitors not displaying office passes immediately.

PRIVATE – TRANSPORTATION

Parents who drop off or pick up students are asked to use the circle around the flagpole in the FRONT of the school and NOT THE BUS LANE TURN-AROUND at the side of the school. Your cooperation in this will reduce traffic congestion and promote safety at these very busy times of the school day.

ALTERNATE STUDENT TRANSPORTATION

Please refer to the WRSD School Committee Policy Relating to Pupil Services –Alternate Student Transportation, # P6562.

All students will be required to present written permission notice to the school from parent/guardian when using alternate means of transportation.

SCHOOL BUS – TRANSPORTATION

Riding the school bus is a privilege afforded to students for educational purposes. Appropriate behavior ensures safe transportation and is expected of all students. Traveling to and from school is an extension of school activity, and thus, the school's rules of conduct are in effect while students are on the buses.

Discipline problems on the school buses will be handled by the Administration. No pupil will be denied transportation privileges as a result of his/her misconduct until the parent has been notified of the loss of such privileges and has had an opportunity to discuss the matter with the Administration.

Permission for any student to ride from school on another bus will be given only on an individual basis and requests should include an appropriate reason. All notes regarding transportation changes must be brought to the office. **Last minute changes are risky and should be avoided if at all possible.**

BUS CONDUCT

Waiting for the Bus

1. Wait at the bus stop no earlier than ten minutes before the bus usually arrives.
2. Observe all safety precautions while waiting for the bus:
 - Do not play in the road
 - Avoid crossing streets unsupervised
 - Cross streets ONLY when you are certain no traffic approaches from either direction
 - Do not push, pull or chase other pupils
 - Do not trespass on private property
3. As the bus approaches:
 - Line up at least six feet off the roadway
 - Wait for the bus to make a complete stop before approaching it

- Wait for bus doors to open before starting to get in it
- Do not push others in line or run towards the bus

Loading the Bus:

1. Get on the bus quickly and be seated at once.
2. Listen carefully and obey any direction issued by the bus driver.

Riding the Bus:

1. Do not eat, drink or chew gum on the bus.
2. Do not throw anything inside or from the bus.
3. Do not extend an object or body part out of the bus window.
4. Sit properly on the seat. Once you are seated, do not change seats. Remain seated while the bus is in motion.
5. Do not use abusive language and/or make unnecessary loud noise.
6. Do not bring animals on the bus.
7. Listen to the bus driver for any type of communication. Attitudes of helpfulness and cooperation will do much to ensure safety for all.
8. Know the procedures for getting off the bus in an emergency.
9. Emergency evacuation drills will be held twice during the school year.

Unloading the Bus:

1. Wait for the bus to come to a complete stop.
2. Do not push or shove.
3. Bus stops are planned to avoid students crossing the street upon exiting the bus. Should this not be possible continue below.
4. When crossing the street after getting off the bus:
 - Always cross in front of the bus
 - Move in front of the bus until you can see the driver's face
 - Wait until the bus driver signals you to cross
 - Cross to the outside edge of the bus, look left, look right, look left again and, if clear, walk quickly across the street
 - If it is not clear, return to the side of the road and wait for the driver to signal you again
 - Do not wait until the bus leaves to cross the street
 - NEVER cross behind the bus

THE ROLE OF THE BUS DRIVER

- The driver of any bus is responsible for the orderly conduct of the pupils transported.
- Continued disorderly conduct or persistent refusal to submit to the authority of the driver is sufficient reason for a pupil to be subjected to a behavior review by the principal or principal's designee.
- No driver will allow a student to leave the bus other than at his/her regular stop, unless proper notification to the office has been made and the change of stop form has been issued to the student.
- The driver will not stop to load or discharge pupils except at stops regularly designated by the School District.
- The driver should not have his/her vision obstructed by a student. He/she should be able to see to the front, rear and to either side to ensure proper and safe operation of the vehicle at all times.

WRSD BUS DISCIPLINE PROCEDURES AND CONSEQUENCES

The code below classifies unacceptable behavior into three levels. The examples are not exhaustive but illustrative. Additionally, all consequences are dependent upon the severity and frequency of the misbehavior. The administration reserves the right to consider extenuating circumstances in determining disciplinary action.

LEVEL 1

<u>Misbehaviors</u>	<u>Consequences</u>
Misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none">• Talking too loudly• Failure to stay seated• Littering on the bus• Tampering with the possessions of other passengers	The bus driver may address the misbehavior: <ul style="list-style-type: none">• Verbal warning issued to student• Assigned seats

LEVEL 2

<u>Misbehaviors</u>	<u>Consequences</u>
More severe misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none">• Repeated occurrences of Level 1 behaviors• Annoying and/or bullying other passengers• Use of profanity• Damage to the bus	The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. This action may include any or all of the following: <ul style="list-style-type: none">• Conference with principal or designee• Contact with parents• Assigned seats• Loss of bus privileges for up to five days• Suspension from school for up to five days

LEVEL 3

<u>Misbehaviors</u>	<u>Consequences</u>
Behavior that endangers the safety of the driver or students and which impairs the driver's ability to drive safely. Some examples include: <ul style="list-style-type: none">• Repeated occurrences of Level 1 or 2 behaviors• Refusal to remain in seats• Throwing objects, spitting, or spit balls• Distracting the driver• Refusal to obey driver• Fighting, including pushing and/or wrestling• Lighting matches/lighters• Possession of knives or other dangerous objects• Possession or use of tobacco, alcohol, drugs, or controlled substances	The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. At more severe levels, the superintendent or designee may be involved. This action may include the following: <ul style="list-style-type: none">• Loss of bus privileges for six to ten days• Suspension for 6 or more days or exclusion from school• Repeated incidents of Level 2 behavior or egregious acts may result in a child being permanently suspended from bus privileges• Illegal activity will be referred to the Police Department

Procedures for reporting passenger misconduct

1. The bus driver will report misconduct occurring on the school bus to the school administration. If a student shares information pertaining to student misconduct on the bus with a teacher or other staff member, the administration will be notified and speak with the bus driver.
2. A School Bus Conduct Report will be completed and submitted to the school administration and the bus company.
3. The principal or designee and the bus company will retain copies of the signed report.

WRSD SCHOOL COMMITTEE TRANSPORTATION POLICIES

Policy: P6621

POLICY RELATING TO PUPIL SERVICES

TRANSPORTATION SAFETY AND SECURITY PROCEDURES

The Wachusett Regional School District and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District 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 or damages properties will be notified that their children face the loss of transportation privileges. Notification of this policy shall be contained in the Student Handbook.

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

P6562

POLICY RELATING TO PUPIL SERVICES

ALTERNATE STUDENT TRANSPORTATION

It shall be expected that bus students will go to and from school by the same means on a daily basis. A parent or high school student may choose an alternate mode of transportation over which the school system has no authority. Therefore, the choice to use an alternative form of transportation other than the school bus shall be at the risk of the parent and the student.

Procedures for requesting alternate transportation to and from school shall be contained in the student handbook. The high school student will be responsible to inform parent/guardian on taking a late bus or alternate means of transportation

K-8 students will be required to present written permission notice to the school from parent/guardian when using alternate means of transportation.

In case of emergencies, oral notification will be an acceptable alternative with the administration making a written record of the notification.

All high school students applying for a parking sticker and using a personal vehicle to transport other students will be required to carry personal liability insurance on the vehicle in the amount of \$100,000 - \$300,000.

NAQUAG ELEMENTARY SCHOOL

DISCIPLINE CODE

Wachusett Regional School District

CODE OF CONDUCT

The student code of conduct, grievance procedures, sexual harassment policies, special education discipline policies, restraint policies and any other section of the student handbook will be translated into the primary language of a parent/guardian upon request.

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation or disability, in the operation of the educational programs, activities or employment policies; further, no person will be excluded from or discriminated against in the admission to its public schools, or in obtaining the advantages, privileges and courses of study of such public schools on account of race, color, sex, religion, age, national origin, sexual orientation, or disability.

The School District, in complying with the laws of the Federal Government and Massachusetts, notifies you of this action and informs you that the coordinator for compliance at the building level is the school principal.

At the District level, the ADA (disability pertaining to non-students), Title VI and Title IX (race, color, sex,

religion, age, national origin, and sexual orientation) Coordinator is Jeff Carlson, Director of Human Resources, WRSD, 1745 Main St., Jefferson, MA 01522, 508-829-1670

At the District level, the ADA and Section 504 (disability pertaining to students) Coordinator is Cathy Knowles, Supervisor of Pupil Personnel Services, WRSD, 1745 Main St., Jefferson, MA 01522, 608-829-1670

Notice of Procedural Safeguards (formerly titled "Parent's Rights Brochure") can be accessed at <http://www.doe.mass.edu/sped/prb/>.

P6400

POLICY RELATING TO PUPIL SERVICES
BEHAVIOR AND DISCIPLINE

The Wachusett Regional School District shall help students learn behavior patterns which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have a right to reasonable treatment from the school and its employees and, in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the misbehavior. Consideration shall be given to the following:

1. age of the student;
2. mitigating circumstances;
3. previous behavior of the student; and
4. attitude of the student.

Student Handbook. The student handbook shall be reviewed annually with input sought from the school council. The student handbook shall be printed and distributed to all enrolled students and all staff members at the start of each school year. The student handbook shall include, but not be limited to, sections dealing with:

1. student rights and responsibilities;
2. student behavior and discipline; and
3. glossary of terms.

Each building principal shall be responsible for providing orientation to the handbook to all enrolled students and all staff members at the start of the school year. The provisions of the student handbook shall be applied to students in a standardized, nondiscriminatory and non-arbitrary manner.

Liability for Damages. The Wachusett Regional School District shall seek compensation for District property willfully damaged by a minor or student age 18 years or older. Civil action may be brought against the minor or his/her parents, or the individual if 18 years of age or older. All incidents shall be investigated, liabilities fixed, and all costs assessed in a non-discriminatory and non-arbitrary manner.

Schools shall be monitored to ensure that findings of liability are in accordance with District procedures in

affording due process guarantees.

Corporal Punishment. Corporal punishment is prohibited. Staff shall develop alternative techniques for managing student discipline in accordance with District policy.

Searches. Wachusett Regional School District authorities may exercise their rights to conduct an inspection of student lockers and/or desks. A student shall not misuse lockers and desks assigned by school authorities. Lockers and desks remain, at all times, the property of the District.

A warrantless search (non-emergency) of a student's school locker or articles carried upon the student's person, may be conducted if there is a reasonable suspicion that the search is necessary to protect the health and/or safety of students and staff, or to detect a violation of school rules. Such a search may be conducted if school authorities suspect that a student possesses such items as, but not limited to, weapons, dangerous instruments, stolen goods, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, unregistered drugs, controlled substances, alcoholic beverages, or evidence of cheating or other academic misconduct.

Student Suspensions. The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment which is conducive to teaching and learning. To that end, schools shall maintain programs which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems which cannot be resolved through less severe means shall be suspended. As a last resort, the District shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

Students will have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time but in no instance exceeding three weeks after the suspension expires.

Expulsion. Expulsion shall be considered an action of last resort when the behavior of the student warrants such action at the discretion of the school principal. The expulsion shall be governed by Massachusetts General Laws Ch. 71, sections 37h and 37h1/2, and Ch. 76 section 17.

WRSD DRESS / PERSONAL ATTIRE

Neatness, cleanliness, and appropriateness are the keystones of school dress and appearance in the Wachusett Regional School District. Personal dress and appearance may not violate reasonable standards of health, safety, cleanliness, and may not result in disruption or disorder within the school.

The WRSD Dress Code for school and school functions hopes to achieve three goals:

1. Promote a respectful learning environment.
2. Promote a safe learning environment where dress does not interfere with the successful and safe completion of learning activities.
3. Promote an equitable and inclusive learning environment in which the dress code does not

negatively impact any group based on race, sex, gender identity, sexual orientation, national origin, ethnicity, religion, disability, socio-economic status, and/or body type/size.

The responsibility of proper dress and grooming rests primarily with the student and his/her/their parents or guardians. We ask that students and parents/guardians work to ensure that the goals outlined above are being met with the student's school dress attire.

Hoods, except those worn in relation to required religious practice or with prior administrative approval due to a disabling condition, may not be worn within the school building as such headwear interferes with the identification of students and presents safety concerns. Sunglasses are not to be worn inside the building except with medical authorization and prior approval of the school administration.

Offensive clothing can sometimes be subjective to the individual; however, students should be aware that if symbols, words, or pictures on clothing cause, or are reasonably forecast to cause, a substantial disruption of the school environment, they will be asked to remove and replace the offensive clothing. Offenders may be subject to other disciplinary action as well. To this end, we ask that students and parents be considerate of how dress choices affect the safety and comfort of others. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana or other controlled substances, and weapons.

In addition, a student's personal dress and appearance must comply with any and all applicable state and federal health and safety regulations, especially while attending a lab or shop.

RULES & REGULATIONS

A. Note to Students

There is an accountability that is associated with required education. Naquag School is responsible for the education of all its students. With this in mind, Naquag rules have been written for two primary reasons: to ensure the health and safety of all; and, to ensure that order is maintained so that learning may occur. Please keep this in mind as you read through the following pages, the necessity of having all students abide by these rules.

B. Note to Parents

Cooperation is the key to success in the effort to create a suitable and happy learning environment for the children of Rutland. Parents, as well as teachers and administrators, must share in the responsibility for developing and maintaining a healthy, productive and growth-orientation atmosphere. This atmosphere can only be accomplished by keeping the lines of communication open between school and home. We will work together for the well being of our students.

BICYCLE REGULATIONS

Students in Kindergarten and Grades 1 & 2 may NOT ride their bicycle to school.

CAFETERIA BEHAVIOR

1. Good manners are required in the Cafeteria. Do not throw food or any other item. Talk softly.
2. Each class will have assigned tables.
3. Return your own tray and utensils to the disposal area and distribute them in the proper manner.
4. Classes will be notified when it is time to leave the lunch area.
5. A nut-free table has been established for the use of students who cannot tolerate nuts of any kind or have other food allergies.

CLASSROOM BEHAVIOR

Each teacher will inform students of his/her expectations for classroom behavior.

1. Listen courteously when others are talking and expect the same from them.
2. Do homework and class work consistently.
3. Do not throw anything in class.
4. Make sure all school paperwork is signed appropriately by parents or guardians and returned in a timely manner.
5. Hang coats and hats, store lunch boxes and school bags, in the areas designated by the teacher.

GENERAL BEHAVIOR

1. Act with respect at all times.
2. Physical/personal contact will not be tolerated.
3. Do not run in the building at any time for any reason, except during physical education activities (in teacher supervised situations). Use caution when walking through doors.
4. Do not chew gum or candy within the school building.
5. Leave valuable items not directly related to school activity at home, i.e. radios, electronic games, skateboards, etc. Such items will be confiscated and returned only to parents.

PLAYGROUND BEHAVIOR

1. Pupils in the Naquag School are to confine their playground activities to the areas at the rear of the school buildings.
2. Do not leave the playground without permission. Stay out of the wooded areas surrounding the playgrounds.
3. Students should not be inside the school building during recess unless they are supervised by a teacher or playground monitor, except in an emergency situation.
4. Use playground equipment properly! Remember, Safety First!
5. Do not bring hardballs, baseballs or bats, Frisbees, skateboards, or sock balls to school.
6. Do not play games that are dangerous to yourself or to your friends. A good practice is to keep your hands off each other.
7. Do not throw stones, snowballs or any hard object that can cause injury.
8. Be Trash Smart! Throw all your own paper, plastic and waste products in the receptacles located on the playground. Return all useful items, (i.e. books, notebooks, clothing, personal effects, etc.) to the rightful owner or bring them to the school's lost and found.
9. Form lines in an orderly manner when the end of recess is announced.

UNACCEPTABLE BEHAVIOR

The following list of behaviors has been put together by teachers and administrators of the Naquag School. The list is presented here to let you know what we believe cannot be tolerated for ANY reason in the beneficial learning environment we are trying to create. We want you to understand that the administration must deal with these problems swiftly, according to strict standards, because they have such a strongly negative effect on the school as a whole.

- Use of drugs and/or alcohol
- Smoking
- Destruction of School Property
- Fighting
- Theft
- Truancy (absence from school for a whole day or part thereof without permission or excuse)
- Habitual Violation of School Rules
- Harassment
- Intolerant Behavior, as described in the WRSD Policy 6436

If one of these problems comes up and involves your child, be assured our aim is to resolve the problem and build a better relationship between you, your child and the school, not start a three sided confrontation. The school-home conference is the only impartial forum we have for learning the student's version of the problem, and developing an appropriate course of disciplinary action.

Discipline Extension

The school has the authority to discipline students for inappropriate behavior off school grounds at school-related functions or any type of activity reasonably related to school activities.

STUDENT MANAGEMENT POLICIES

Naquag Elementary School is a superb school with a long tradition of excellence. We are proud of our curriculum instruction and educational support. Our school environment can only remain strong, however, if we maintain order and proper decorum in our building. All members of the Naquag community are expected to treat themselves and others with respect. Naquag Elementary School has clear behavioral expectations for our students; there are consequences for those who choose to disobey our rules.

IN-SCHOOL SUSPENSION

Some students periodically get into difficulties which may be, in isolation, not serious. When they become habitual, and initial solutions are not successful, students are suspended from classes and other student activities.

OUT OF SCHOOL SUSPENSION

Suspension from all school activities is an extreme penalty of students and will be issued only in the most severe behavior situations. Suspension means a student's right to attend school or school events is temporarily revoked for a one to ten day period. During this period a student may not participate in any school-sponsored activities. A student is responsible to get all work missed from friends and have assignments handed in upon return to school. The Principal will re-admit a student after a parent conference and assurances that the negative behavior will not be continued.

SEARCH AND SEIZURE POLICY

"The Courts have held that schools have a broad grant of discretionary authority and that the basis require that the decision be neither arbitrary nor capricious. School authorities have wide discretion in school discipline matters."

Parkins v. Boule, Worcester Superior Court, August 3, 1994

RULES OF CONDUCT REGARDING SEARCHES

1. Fourth Amendment guidelines cannot be waived unless students/staff are advised in writing that their property may be subject to inspection by School Administration.
2. Administrators must have good reason to believe a search of an individual's person or personal effects is justified, prudent and directly related to the well being of other students and the school.
3. The possession of a weapon must be handled in accordance with the Gun Free Schools Act of 1993.
4. When illegal contraband is found in the course of a search, such material must be turned over to the local police authority.
5. Searches are limited to the property of students, with the exception of reasonable suspicion of possession of a dangerous weapon. In this case only, the search must be limited to the outer garments.

EXCLUSION/EXPULSION - Exclusion/expulsion will be used as a disciplinary measure in extreme and

chronic behavioral situations. This may include situations such as possession/use of weapons; assault; possession, sale or use of an illegal substance; or other serious offenses.

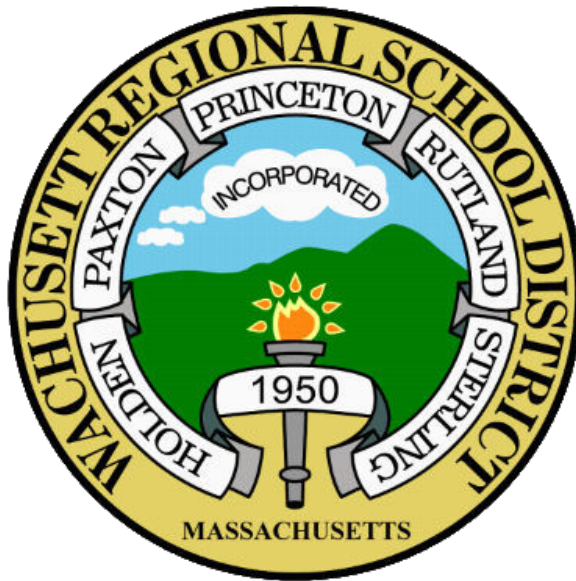
SPECIAL EDUCATION DISCIPLINE

All students are expected to meet the standards of behavior as set by the Wachusett community. Chapter 71B of the Massachusetts General Laws and I.D.E.A. 1997 require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (I.E.P). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate if they can meet student management policies or if modifications are needed.
2. The principal (or designees) will notify the Special Education Office of any special needs students who have been suspended. The Director of Special Education will keep these suspensions on record.
3. When it becomes known that a special needs student will be suspended for more than ten days in a school year:
 - (a) services will be provided in order to ensure that the student receives FAPE, and
 - (b) a functional behavioral assessment will be conducted and a behavioral intervention plan will be implemented; and
 - (c) the team will conduct a manifestation determination in order to decide whether the infraction is related to the student's disability, and if the team finds that the behavior is a manifestation of the disability, the District may not suspend the student.

WRSD Student Handbook Addendum

Policies and Procedures



2023-2024

The Wachusett Regional School District does not tolerate discrimination or harassment of students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, or immigration status. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

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Nondiscrimination Statement

The Wachusett Regional School District does not tolerate discrimination or harassment of students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, or immigration status. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

Use of Cameras / Surveillance

Parents, guardians, and students should be aware that security cameras and video recording systems are in use at all WRSD schools, for the purposes of monitoring the interior and exterior of school buildings, to ensure the health, welfare, and safety of students, staff, and visitors, and to protect school facilities.

While riding on buses or vans, students are under the jurisdiction of the school administration. For purposes of monitoring and student safety, school transportation vehicles may be equipped with video and audio recording systems. All students may be subject to video and audio surveillance for this purpose while riding a school bus or van.

Physical Restraint Information

The Wachusett Regional School District complies with the requirements of Massachusetts statutes and regulations governing the use and reporting of physical restraint in schools. M.G.L. c. 71, § 37G; 603 CMR 46.00. Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint is considered an emergency procedure of last resort and may be used only when: (a) the student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others; and (b) less intrusive interventions are ineffective or deemed to be inappropriate under the circumstances. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. Physical restraint is prohibited in the following circumstances: (a) as a means of punishment; or (b) as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

In the event that a physical restraint is administered, the parents/guardians will be notified orally within twenty-four (24) hours of the restraint and shall be provided with a written Restraint Report within three (3) school days of the restraint. 603 CMR 46.06.

Disciplinary Due Process

STUDENT SUSPENSIONS AND/OR EXPULSIONS:

NOTICE OF SUSPENSION HEARING:

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

The Notice shall set forth in plain language:

- A. the disciplinary offense;
- B. the basis for the charge;
- C. the potential consequences, including the potential length of the student's suspension;
- D. the opportunity for the student to have a hearing with the principal or principal's designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal, or principal's designee, shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal, or principal's designee, must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal or principal's designee sent written notice and documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal/principal's designee and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) school days of suspension shall be conducted in accordance with this section.

Principal's Hearing. The purpose of the hearing with the principal or the principal's designee for such purposes, is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances. Under applicable regulations, students do not have a right to be represented by an attorney at a short-term suspension hearing.

Based on the available information, including mitigating circumstances, the principal or principal's designee will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal or principal's designee will provide notification in writing of his/her determination and provide reasons for the determination. If the student is suspended, the principal/principal's designee

shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal. If the student is in grades pre-k through 3, the principal/principal's designee shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

Students do not have the right to appeal a short-term suspension imposed in accordance with M.G.L. c. 71, § 37H3/4 and 603 CMR 53.00.

LONG-TERM SUSPENSIONS: HEARING AND DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal or principal's designee is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal or principal's designee will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal or principal's designee may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and/or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and the right to cross-examine witnesses presented by the school;
- iv. the right to request that the hearing be recorded by the principal or principal's designee. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal/principal's designee shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal/principal's designee decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal/principal's designee;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress while suspended, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's/designee's decision to impose a long-term suspension to the superintendent or his/her designee for said purpose within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent/superintendent's designee decides to reverse the principal's/principal's designee's determination on appeal. If the student is in grades pre-k through grade 3, the principal/principal's designee shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect. All written communications regarding the hearing and principal's/designee's determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal/principal's designee and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's/ principal's designee's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent or superintendent's designee shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent or superintendent's designee determines the student committed the disciplinary offense, the superintendent/designee may impose the same or a lesser consequence than that of the principal. The decision of the superintendent/superintendent's designee on the student's appeal shall constitute the final decision of the school district with regard to the student's long-term suspension.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense within the scope of M.G.L. c. 71, § 37H3/4 and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's/principal's designee's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. During the emergency removal the principal/designee shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal/designee may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal/designee shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of 603 CMR 53.08 within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal/principal's designee, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10:

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in-school suspension may be used as an alternative to short-term suspension.

A principal or principal's designee may impose an in-school suspension as defined above according to the following procedures:

The principal/principal's designee shall orally inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal/principal's designee determines that the student committed the disciplinary offense, the principal/principal's designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or

consecutively, in a school year. On the same day as the in-school suspension decision, the principal/principal's designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal/principal's designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal/principal's designee is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal/principal's designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal/principal's designee for the purpose set forth above, if such meeting has not already occurred. The principal/principal's designee shall deliver such notice on the day of the in-school suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal/principal's designee and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §37H and/or 37H1/2: The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- I. Possession of a dangerous weapon, possession of a controlled substance, or assault of school staff. M.G.L. c. 71, § 37H. A student may be subject to long-term suspension or expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff.
- II. Issuance of felony or felony delinquency charges against a student/ Finding or admission of guilt to a felony charge/felony delinquency. A student who has been charged with a felony/felony delinquency may be subject to long-term suspension if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. A student who has been convicted of, or who has admitted guilt in a court of law to, a felony or felony delinquency charge may be expelled from school if the principal determines at the student's staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

* All hearings to consider a student's suspension in accordance with M.G.L. c. 71, § 37H and/or M.G.L. c. 71, § 37H1/2 shall be conducted by the building principal and not by a principal's designee. Appeals of suspensions or expulsions imposed accordance with M.G.L. c. 71, § 37H and/or M.G.L. c. 71, § 37H1/2 shall be conducted by the superintendent of schools and not by the superintendent's designee.

Due Process Procedures M.G.L. c. 71, § 37H:

The principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation (at private expense) at the hearing, along with the opportunity to present evidence and witnesses on the student's behalf. After said hearing, the a principal may, in his/her discretion, decide to impose a long-term suspension rather than expulsion. A student who is suspended from school on a long-term basis or expelled for such an infraction shall have the right to appeal the decision to the superintendent. The student shall have ten (10) calendar days from the date of the long-term suspension/expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel (at private expense) at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense. The superintendent's decision on the student's appeal shall constitute the final decision of the school district with regard to the student's long-term suspension or expulsion.

Except where circumstances warrant the student's immediate short-term, interim removal from the school premises due to immediate safety concerns or substantial disruption of the school environment, a student

shall not be suspended or expelled from school in accordance with M.G.L. c. 71, § 37H until a hearing in which the student and parents have the opportunity to participate is conducted by the principal. Prior to the imposition of any such short-term interim removal, the principal shall, at a minimum conduct a preliminary informal hearing with the student to inform the student of the violation(s) of which the student is accused and provide the student with the opportunity to respond thereto.

Due Process Procedures M.G.L. c. 71, § 37H1/2:

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the principal may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Except where circumstances warrant the student's immediate short-term, interim removal from the school premises due to immediate safety concerns or substantial disruption of the school environment, a student shall not be suspended or expelled from school in accordance with M.G.L. c. 71, § 37H1/2 until a hearing in which the student and parents have the opportunity to participate and to be represented by an attorney (at private expense) is conducted by the principal.

Prior to the hearing to consider the student's long-term suspension or expulsion in accordance with M.G.L. c. 71, § 37H1/2, the principal shall notify the student and parents in writing of the charges and of the date and time of a hearing to consider the Student's possible long-term suspension or expulsion at which the student has the right to be represented by an attorney (at private expense) and to present evidence and witnesses in the student's defense. Upon the conclusion of said hearing, and prior to the effective date of any long-term suspension or expulsion imposed, the principal shall issue a written decision notifying the student and parents of the principal's findings and determinations, the effective date and length of any long-term suspension or expulsion imposed, and of the student's right to appeal to the superintendent any long-term suspension or expulsion imposed by the principal within five (5) calendar days of the effective date of the principal's decision.

Superintendent Appeals M.G.L. c. 71, § 37H1/2:

The hearing on the student's appeal of any long-term suspension or expulsion imposed by the principal shall be conducted within three (3) calendar days of the submission of the student's appeal request. Pending the superintendent's decision on the student's appeal, the long-term suspension or expulsion imposed by the principal shall remain in effect. At the appeal hearing, the student shall have the right to present oral and written testimony, and the right to counsel (at private expense). The superintendent shall have the authority to overturn or alter the decision of the principal. The superintendent shall render a written decision on the student's appeal within five (5) calendar days of the appeal hearing.

SCHOOL-WIDE EDUCATION SERVICES PLAN FOR STUDENTS SUSPENDED OR EXPELLED FROM SCHOOL (M.G.L. c. 76, § 21, 603 CMR 53.13:

(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

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

(3) Each school has a process for developing a school-wide Education Service Plan for education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive school days. Students and their parents will be notified of the alternative educational services available to through the school or school district and of the process for arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.(4)

Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or suspended in excess of ten (10) consecutive school days. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

DISCIPLINE AND STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 and the regulations issued pursuant to said statutes require that additional provisions be made for:

Students who have been found eligible for special education services under the IDEA.

Students who the school district knows or has reason to know might be eligible for special education services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.

The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability.

Students who have been found to have a disability that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act of 1973.

These students are generally entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals that exceed ten (10) school days in a given year.

If a request is made for an evaluation of a student's eligibility for special education services during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. If the student is subsequently found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

The following additional requirements apply to the discipline of students with disabilities:

Students with disabilities may be excluded from their programs for ten (10) school days or less in the school year to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive days in a given school year or subjected to a pattern of removal constituting a "disciplinary change of placement," building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination).

If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will

continue to provide a free appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to be provided in addition to any services to which the student is entitled through the school's Education Services Plan so as to ensure the student's free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment of the student. Eligible Section 504 students shall be entitled to receive alternative education services in accordance with the school's Education Services Plan during any suspension or expulsion in excess of ten (10) consecutive days.

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

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

Selected Massachusetts Laws - Student Conduct

1. M.G.L. c.71, § 37H – Policies Relative to Conduct of Teachers or Students: Student Handbooks

In accordance with Massachusetts General Laws Chapter 71, Section 37H:

(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.

(C) 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 their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(D) 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 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.

(E) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

2. M.G.L. c.71, § 37H ½ - Felony Complaint or Conviction of Student - Suspension: Expulsion: Right to Appeal

(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 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.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

M.G.L. c.71, § 37H ³/₄ - Suspension or Expulsion on Grounds other than Those set forth in Secs. 37H or 37H ¹/₂

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H¹/₂.

(b) Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to, : (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving."

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

4. M.G.L. c. 71, § 37L – Notification to School Personnel of Reporting Requirements for Child Abuse and Neglect and Fires; Reports of Students Possessing or Using Dangerous Weapons on School Premises, Transferred Students' School Records

The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

School Committee Policies

POLICY 1000 NON-DISCRIMINATION AND HARASSMENT

The Wachusett Regional School District does not tolerate discrimination or harassment of students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age, or immigration status. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

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

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

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

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

POLICY 1020 NON-DISCRIMINATION ON THE BASIS OF DISABILITY

The Wachusett Regional School District believes that individuals with disabilities are integral members of the school community.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 requires that no qualified individual with a disability shall be excluded from participation in, or be denied the benefits of the services, programs, employment opportunities, and activities of the school district or be subject to discrimination in District programs. Similarly, no school district shall exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association. The Wachusett Regional School District complies with the ADA and Section 504 of the Rehabilitation Act.

Definition: A "qualified individual with a disability" is an otherwise qualified individual, determined through an individualized process to have a physical or mental impairment that substantially limits one or more major life activities and who, with or without reasonable modification to rules, policies, or practices, the

removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability or, in case of eligible students, to ensure a free appropriate public education as defined under Section 504 of the Rehabilitation Act.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, students, and members of the public with disabilities are as effective as communications with non-disabled individuals. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the District's appointed ADA Coordinator after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Auxiliary Aids and Services: "Auxiliary aids and services" includes, but are not limited to: (1) qualified interpreters, note-takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices; and (4) other similar services and actions.

Limits of Required Modifications: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens.

Notice: The District shall make available to applicants, participants, students, beneficiaries, and other interested persons information regarding the provisions the ADA and Section 504 of the Rehabilitation Act and the applicability of those statutes to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA and/or Section 504.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the ADA and Section 504 of the Rehabilitation Act, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under the ADA and/or Section 504. The District shall make publicly available the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA and/or Section 504.

POLICY 1523 DISTRIBUTION OF SCHOOL COMMITTEE PUBLICATIONS

The Wachusett Regional School District shall, in accordance with the Massachusetts General Laws and Department of Education regulations, provide all publications as approved by the School Committee and required by the State Department of Education.

The School Committee Policy Book shall be made available for review to any person, upon request to the Superintendent's Office. Copies of said publications shall be placed in each of the five (5) Town Libraries and all school libraries. A nominal fee, not to exceed the cost of production, shall be charged to any person requesting a copy of one of the publications.

This policy shall be included in all Student Handbooks.

POLICY 3611.4 ENRICHMENT

The Wachusett Regional School Committee is committed to providing a high quality education for all students with the goal of maximizing the performance and achievement of every individual. Staff is encouraged and expected to use innovative teaching implementing the District curriculum in creative and flexible ways.

It is recognized that students possess a broad range of intellectual skills and creative talents that can be challenged by diverse and stimulating activities.

Wachusett Regional School District shall:

- provide opportunities for enriching activities appropriately accessible to all students;
- encourage and support staff attendance at professional development programs designed to promote the implementation of gifted and talented instructional strategies;
- promote the use of alternative strategies which may include, but are not limited to, cluster grouping, curriculum compacting, interest-based projects, independent studies, and teacher-pupil contracting, supported by appropriate classroom resources; and
- inform parents of the enriching activities available in the area of gifted education and promote parent/community involvement and participation.

This policy shall be referenced in each school's student handbook. In addition, school councils shall annually review the needs of gifted and talented students.

POLICY 3625 TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

Prevention requires education, and healthy decision-making. The objectives of this program are:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, emotional, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the Wachusett Regional School District Committee.

This policy shall be posted on the District's website and notice shall be provided to all students and parents/guardians 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.

POLICY 6400 BEHAVIOR AND DISCIPLINE

The Wachusett Regional School District shall help students learn behavior patterns which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have a right to reasonable treatment from the school and its employees and, in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the misbehavior. Consideration shall be given to the following:

1. age of the student;
2. mitigating circumstances;
3. previous behavior of the student; and
4. attitude of the student.

Student Handbook. The student handbook shall be reviewed annually with input sought from the school council. The student handbook shall be printed and distributed to all enrolled students and all staff members at the start of each school year. The student handbook shall include, but not be limited to, sections dealing with:

1. student rights and responsibilities;
2. student behavior and discipline; and
3. glossary of terms.

Each building principal shall be responsible for providing orientation to the handbook to all enrolled students and all staff members at the start of the school year. The provisions of the student handbook shall be applied to students in a standardized, nondiscriminatory and non-arbitrary manner.

Liability for Damages. The Wachusett Regional School District shall seek compensation for District property willfully damaged by a minor or student age 18 years or older. Civil action may be brought against the minor or his/her parents, or the individual if 18 years of age or older. All incidents shall be investigated, liabilities fixed, and all costs assessed in a nondiscriminatory and non-arbitrary manner. Schools shall be monitored to ensure that findings of liability are in accordance with District procedures in affording due process guarantees.

Corporal Punishment. Corporal punishment is prohibited. Staff shall develop alternative techniques for managing student discipline in accordance with District policy.

Searches. Wachusett Regional School District authorities may exercise their rights to conduct an inspection of student lockers and/or desks. A student shall not misuse lockers and desks assigned by school authorities. Lockers and desks remain, at all times, the property of the District.

A warrant-less search (non-emergency) of a student's school locker or articles carried upon the student's

person, may be conducted if there is a reasonable suspicion that the search is necessary to protect the health and/or safety of students and staff, or to detect a violation of school rules. Such a search may be conducted if school authorities suspect that a student possesses such items as, but not limited to, weapons, dangerous instruments, stolen goods, narcotics, hallucinogenics, amphetamines, barbiturates, marijuana, unregistered drugs, controlled substances, alcoholic beverages, or evidence of cheating or other academic misconduct.

Student Suspensions. The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment which is conducive to teaching and learning. To that end, schools shall maintain programs which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems which cannot be resolved through less severe means shall be suspended. As a last resort, the District shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

Students will have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time but in no instance exceeding three weeks after the suspension expires.

Expulsion. Expulsion shall be considered an action of last resort when the behavior of the student warrants such action at the discretion of the school principal. The expulsion shall be governed by Massachusetts General Laws Ch. 71, sections 37h and 37h1/2, and Ch. 76 section 17

POLICY 6431.1 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 school buildings, school facilities, on school grounds or school buses, or at school-sponsored events by any individual, including, but not limited to, 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.

POLICY 6433.1 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 except for prescribed medical purposes within any school or on school grounds at any time. The Wachusett Regional School District Committee (WRSDC) also prohibits the use or consumption by students of the aforementioned on school grounds or school buses, or at any school-sponsored event.

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.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 10.
- Parents/guardians shall be notified of the screening prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the District's website and notice shall be provided to all students and parents/guardians 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.

POLICY 6515 STUDENT PUBLICATIONS

The Wachusett Regional School Committee recognizes and supports student publications and other literary activities that give students an experience in journalism.

The School Committee recognizes that the District must maintain a level of objectivity deemed to be in the best interest of the community and, to this end, the following procedures are in effect:

1. No school publication will accept advertising that is political, religious, or discriminatory in nature.
 2. All advertising is subject to review and approval by the principal or a designee relative to content and appropriateness.
 3. Final editorial control and approval of all materials intended for publication are the responsibility of, and may be subject to the approval of, the school administration.
 4. This policy shall be referenced in the "Student Handbook".
 5. A statement indicating the editorial control by the school administration regarding all advertising will be included on order forms or other similar correspondence.
-

POLICY 6613.2 ATHLETIC HEAD INJURY AND CONCUSSION POLICY

The safety of students is a high priority for the Wachusett Regional School District. Students who sustain head injuries while in extracurricular athletic activities and those involved in their treatment must follow the protocol based on 105 C.M.R 201.000

(<http://www.mass.gov/eohhs/docs/dph/com-health/injury/105-cmr-201.pdf>) found online on the high school and middle schools' websites as well as in the student handbooks.

Students who have sustained a head injury must be appropriately evaluated according to the protocol. In order to resume athletic activity, a medical clearance and authorization form must be submitted indicating that the student has recovered. Return to academics will be consistent with the protocol.

District administration, athletic staff, and nursing staff will review the protocol annually to ensure that it is current and reflects best practice. The School Committee will review and revise this policy as needed, but at least bi-annually.

POLICY 6621 TRANSPORTATION SAFETY AND SECURITY PROCEDURES

The Wachusett Regional School District and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District 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 or damages properties will be notified that their children face the loss of transportation privileges. Notification of this policy shall be contained in the Student Handbook.

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
 2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
 3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
 4. Classroom instruction on school bus safety will be provided.
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WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN - PAXTON - PRINCETON - RUTLAND - STERLING



Bullying Prevention and Intervention Plan

REVISED 12/1/20

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Wachusett Regional School District Mission Statement

The Wachusett Regional School District seeks to ensure meaningful student growth and promote social emotional well-being in a safe and nurturing environment. We will integrate the talent, experience, and knowledge of all members of our community to develop lifelong learners, equipped to think critically in an ever-changing, global society.

Wachusett Regional School District Core Values

Commitment to Excellence

- Modeling effective teaching that engages and meets the needs of all students
- Providing a rigorous curriculum with expanding options and opportunities for all
- Recruiting and retaining excellent staff

Perseverance

- Tenacity and hard work
- Persisting in the face of obstacles
- Focusing on goals

Critical Thinking

- Analyzing, evaluating, and problem-solving
- Thinking creatively
- Being adaptive

Collaboration

- Listening and communicating effectively
- Maximizing strengths and respecting differences
- Cooperating to reach common ground

Global Citizenship and Responsibility

- Celebrating diversity while recognizing commonalities
- Demonstrating civic respect by giving back to the communities
- Developing student's leadership skills for success in a global society

Creativity and Innovation

- Respecting the diversity of thoughts and ideas
- Embedding the arts into content areas
- Thinking freely, not fearing mistakes

Acceptance and Respect of Others

- Demonstrating tolerance
- Fostering a community of teamwork and collaboration
- Creating an atmosphere of safety and acceptance

I: LEADERSHIP

The WRSD Leadership is committed to implementing the district's Bullying Prevention and Intervention Plan and in conjunction with community efforts, to promote and ensure a safe and positive teaching and learning environment.

District leaders, community leaders, teachers, parents, guardians, and student leaders, have a primary role in teaching students to regard one another in a respectful, civil, and dignified manner to create an environment that improves and sustains the emotional and behavioral health of all students. These stakeholders will promote understanding and respect for diversity and differences in all venues through modeling respectful behavior and promoting and sustaining a commitment to programs that are focused on supporting social-emotional development at all grade levels.

The WRSD will provide age-appropriate anti-bullying educational experiences for all students in the district. As a school district, WRSD will enhance student achievement by creating and maintaining an educational environment where all students feel safe. In the unlikely event that a student feels uncomfortable, the school culture will strongly support student communication of their concerns to teachers, staff, administrators, parents or guardians.

A. Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the Wachusett Regional School District Bullying Prevention and Intervention Plan was developed in consultation with school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, parents and guardians.

Prior to the presentation of this plan to the School Committee, a final draft of the plan will be made available on the WRSD website for Public Comment. The plan will be reviewed biennially (every 2 years).

B. Implementation

Consistent with applicable laws and regulations, all Principals will be implementing, with the support of the Superintendent and/or the School Committee, the following documents/ action plans:

- Receive and investigate reports of Bullying
- Plan intervention support strategies that meet the needs of the targets, aggressors, retaliators, and bystanders involved in the reported incidents
- Choose and implement a Bullying Prevention Curricula that each school will use
- Review, and where necessary, update District student and staff handbooks, and code of conduct
- Lead parent, guardian and family engagement efforts by providing appropriate informational materials for this group
- Collect, analyze, and report on building and district-wide data on past bullying incidents to understand trends and patterns, define the present problem, and create a baseline from which to measure improved outcomes
- Create a Records Retention Plan for incidents

C. Planning & Oversight

The Wachusett Bullying Prevention and Intervention Plan has been developed in collaboration with key stakeholders, including school and district administrators, school-based mental health staff, parents, school committee members, and local law enforcement. The principal or designee is

responsible for the implementation and oversight of the plan, except when a reported bullying incident involves the principal or assistant principals as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other related steps, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee or designee shall be responsible for investigating the report and other steps necessary to implement the plan, including addressing the safety of the alleged target.

II: TRAINING AND PROFESSIONAL DEVELOPMENT

Under M.G.L. c. 71, § 37O the Wachusett Regional School District must provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals as well as providing opportunities for parent, guardians, and community members to participate in this anti-bullying/ cyber-bullying initiative.

All stakeholders in the Wachusett Regional School District must be made aware of the state anti-bullying law and how it changes the definitions, reporting, investigation, and punishment of bullying incidents. Our School Committee, administrators, and faculty will be responsible for disseminating this information and for projecting how these changes will reflect on cultural changes in our schools as the implementation of M.G.L. c. 71, § 37O moves forward.

A. Annual staff training on the Bullying Prevention and Intervention Plan

School-based annual training for all school staff by the building Principal or designee will include:

- Staff responsibilities under the law
- An overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying, cyberbullying or retaliation
- Modeling bystander expectations and reporting procedures.
- An overview of the bullying prevention curricula to be offered at all grade levels at each school in the district. Staff members hired after the start of the school year will be required to participate in this school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development.

The goal of professional development is to establish a common understanding of the tools available for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build upon the skills of staff members to prevent, identify, and respond to bullying incidents. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development, will be informed by research and will include information on:

- Effective and developmentally or age-appropriate strategies to prevent bullying;
- Developmentally or age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the power differential that can take place between and among an aggressor, target, and witnesses to bullying;
- Current research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Current information on the nature of cyberbullying

Professional development will also continue to address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs) and 504 Plans.

Additional areas identified by the Wachusett Regional School District for professional development may include:

- Emphasizing the importance of establishing and maintaining supportive student-teacher/staff relationships in school
- Emphasizing the importance of repairing harm (repairing relationships) in alignment with the Restorative Practices approach
- Teaching empathy, perspective-taking, and respect for the diversity and differences that exist among people
- Focusing on building students' social-emotional learning competencies and skills
- Incorporating trauma-sensitive teaching strategies
- Strategies for promoting prosocial bystander actions

C. Written notice to staff

The school district will provide all staff with an annual written notice of The Bullying Prevention and Intervention Plan. Sections related to staff responsibilities will be included in the District Employee Handbook.

III: ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying social and emotional needs of targets, aggressors, families, and others are addressed.

Below is a summary of strategies aimed to provide supports and services necessary to meet these needs. In order to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, cyberbullying and retaliation, these services will be available to reflect an understanding of the dynamics of bullying and to provide approaches to address the needs of targets and aggressors.

The Superintendent or their designee will regularly update and provide to all schools a list of mental health resources available in the community as well as community programs/partnerships that support student well-being. School administrators, staff, and parents will collaborate in determining appropriate referral services.

A. Identifying resources.

WRSD will annually review its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that foster positive school culture, as well as identifying any gaps in services and resources that need to be addressed. Principals will assess the needs of their individual schools in order to analyze existing resources.

B. Counseling and other services

The District will work collaboratively with school mental health staff and outside agencies to maintain a list of providers that will support schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Schools may consider current tools including, but not limited to: behavioral intervention plans, restorative practices, social skills groups, and other related resources and approaches. The district will reference the American School Counseling Association for guidance on these matters.

C. Students with disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that he/she may be vulnerable to bullying or harassment because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to identify and mitigate bullying, harassment, or teasing.

D. Referral to outside services

The school district will use a referral procedure for referring students and families to outside services. Referrals must comply with relevant laws and local policies.

E. Student Surveys and Data Collection

At least once every four years, the Wachusett Regional School District will administer a Department of Elementary and Secondary Education student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools.

Additionally, the district will annually report bullying incident data to the Department of Elementary and Secondary Education.

Data from these surveys will be compiled and shared annually with district and school administration as well as School Committee in order to promote continual improvement.

IV: ACADEMIC AND NON-ACADEMIC ACTIVITIES

Wachusett Regional School District seeks to create a safe, respectful and caring school and classroom environment for all students regardless of their race, color, national origin, creed, religion, gender identity, sex, sexual orientation, age, physical appearance, socioeconomic status, family situation or disability. WRSD will lay the foundation for a positive school climate in pre-school and will continue to teach, nurture, and positively reinforce prosocial behavior throughout students' academic experiences.

- Each grade level will be provided developmentally-appropriate and evidence-based curriculum and instruction to teach pro-social skills that support academic success. Engaging Schools identifies these skill sets as follows: ([see Appendix C: Learning & Life Competencies](#))
 1. ***Self-Awareness:*** *The ability to accurately assess my feelings, behavior, interests, values, and strengths through my experiences, and name and describe the benefits of skills, behaviors, and mindsets that help me to be a good student.*
 2. ***Self-Management:*** *The ability to express emotions skillfully, manage my emotions by using strategies, sustain focus and pay attention, and accept help, feedback, correction, or consequences with good will.*
 3. ***Social Efficacy:*** *The ability to listen respectfully, make an effort to understand the emotions, words, and actions of others, and help and support others.*
 4. ***Academic Efficacy:*** *The ability to invest in quality work, organize to learn and study, and set goals and self-assess.*
- The entire school community (e.g. students, teachers, parents, bus drivers, lunchroom staff, janitorial staff, etc.) will work collaboratively to promote a caring and supportive school environment among all of its staff and students.

A. Non-Academic Bullying Prevention Efforts:

- The administration will review student behavioral expectations during assemblies during the first few weeks of school.
- The definition of bullying, cyberbullying, and retaliation and the protocol for handling incidents of bullying will be emphasized.
- Staff presence will be increased in areas where bullying is most likely to occur, such as bus arrival and departure locations, hallways, lunchrooms, recess, and near restrooms.
- A variety of evidence-based prevention programs to promote diversity awareness and respect for self and others will be explored and offered. District schools currently use the following programs: Second Step, Responsive Classroom, MARC (Massachusetts Aggression Reduction Center), and PBIS (Positive Behavioral Interventions and Supports) ([See Appendix B for full descriptions of these programs](#))
- Schools will create opportunities for students to engage in a variety of activities that are meaningful to them and that help them to feel positively connected to the school and/or the local community.
- Schools will promote a culture of kindness and community where students are empowered to speak out against bullying.

B. Academic Bullying Prevention Efforts:

- When possible, Learning and Life Competencies for School Success, including related target behaviors, will be incorporated into classroom activities and instruction, as well as other aspects of the school day ([See Appendix C](#))

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

WRSD will investigate all bullying, cyberbullying and retaliation incidents in a fair, timely, and thorough manner while being mindful of personal privacy rights and the stigma that a student may experience from being labeled in some way or another. Verified incidents of bullying, in all of its forms will be dealt with appropriately. Dispositions will begin with education and, when deemed necessary, will move to progressively sterner measures.

All disciplinary actions will balance the need for safety and accountability with the need to teach appropriate behavior and/or lagging social-emotional skills ([see Learning & Life Competencies in Appendix C](#)).

A. Reporting Bullying or Retaliation:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing.

A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the School Committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

When reporting in writing, administrators, teachers, students, parents/guardians, school bus drivers, cafeteria workers, playground monitors, and any and all other staff and community members can access the “**Bullying, Cyber-bullying, Retaliation Incident Referral Form**” ([see Appendix A](#)) in the Main Office of the school, guidance/school psychologist’s office, the nurse’s office, and on the Wachusett Regional School District website.

1. Reporting by Staff:

A staff member will promptly report to the principal or designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual and then follow up with an **Incident Referral Form**. The requirement to notify the Principal shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. ([See Appendix A for reporting form](#))

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

The Wachusett Regional School District believes that it is the responsibility of students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee.

Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff

member, or with the principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action [\(See Appendix A for reporting forms\)](#).

B. Responding to Report of Bullying, Cyberbullying or Retaliation- Allegations of Bullying

1. Safety

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

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

2. Obligations to Notify Others

a. Notice to Parents or Guardians

Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian(s) of the target and the aggressor of the investigation determination and any actions taken to prevent further incidents. Notice will be consistent with state regulations at 603 CMR 49.00.

While prior notice of an investigation shall not be required, there may be incidents where parents are notified prior to the Investigation.

In providing notice of investigation findings, the Principal shall maintain the privacy of any child/individual who is not the child of the parents/guardians to whom the notice is provided. The Principal shall not report specific information to the target’s parents/guardians about the disciplinary action taken against an aggressor unless it involves a directive for there to be no communication between the aggressor(s) and victim(s), or another directive that the target must be aware of in order to report violations.

The Principal shall also notify the parents about the Department of Elementary and Secondary Education’s Problem Resolution System and the process for accessing that system, regardless of the outcome of the investigation.

b. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All

communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if they have a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

3. Investigation

The principal or designee will investigate promptly all reports of bullying, cyberbullying, or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s), student developmental factors, and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

4. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying, cyberbullying, or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

5. Responses to Bullying / Consequences from Findings

Bullying behavior can take many forms and can vary dramatically in its level of seriousness and what impact it has on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying," as defined in this Bullying Prevention and Intervention Plan, will generally warrant disciplinary action against the aggressor, whether and to what extent disciplinary actions are imposed (e.g., detention, suspension, etc.) is a matter for the professional discretion of the Building Principal or his/her designee.

District administrators will integrate a range of responses that balance the need for accountability with the need to teach compensatory social-emotional skills and target behaviors. The needs and safety of the target will also be considered as part of restoring resolution to the bullying matter. Verified acts of bullying shall result in intervention by the building Principal or his/her designee and will address the acts of the aggressor and the needs of the target, and assure the sanction against bullying behavior is enforced with the goal that the bullying behavior will cease and desist.

Consequences should be considered with the following factors in mind:

- A. Nature, severity, and chronicity of the behavioral impact on the target
- B. Degree of physical, psychological, social harm on the target
- C. Student's age, development, and degree of maturity
- D. Surrounding circumstances and context in which the incident(s) occurred
- E. Prior disciplinary history and persistent patterns of behavior
- F. Relationship between and among the parties involved
- G. Context in which the alleged incident(s) occurred
- H. The need to balance accountability with the teaching of appropriate behavior and social-emotional skills.

The appropriate range of consequences, subject to due process where appropriate, may include but are not limited to:

- A. Verbal explanation and/or reprimand focusing on the nature of the harm caused
- B. Temporary removal from the classroom
- C. Loss of privileges (including before and after school activities)
- D. Detention
- E. In-school suspension
- F. Out-of-school suspension
- G. Reassignment of seats in lunch, bus, class, etc.
- H. Reassignment of classes
- I. Referral to an outside agency

J. Report to law enforcement

In addition, instructional activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying and/or retaliatory behaviors will be given, which may include, but are not limited to:

- A. Reparation to the target in alignment with the Restorative Practices philosophy and model
- B. Completion of a related curricular based assignment(s)
- C. Meeting with Civil Rights Coordinator
- D. Completion of community service designed to increase the aggressor's skills in empathizing with others
- E. Therapeutic support, including counseling or referral, for both aggressor(s) and target(s)

***** All completed Bullying Reports will be forwarded to Central Office for record-keeping and review. *****

VI: COLLABORATION WITH FAMILIES

Wachusett Regional School District recognizes the importance of collaboration with families in order to optimize the school's effectiveness in preventing and responding to bullying.

A. Parent Education & Resources:

The District will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and social competency work being done in the District. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, and other similar organizations.

B. Notification Requirements:

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VII: PROHIBITION AGAINST BULLYING AND RETALIATION

All students will be afforded the same protection under this Bullying Prevention and Intervention Plan, regardless of their status under the law.[L1] We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Acts of bullying, which include cyberbullying, are prohibited:

- A. on school grounds, on property immediately adjacent to school grounds, at a school-sponsored or school-related activity, at a function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or bullying school, or through the use of technology or an electronic device owned, leased or used by the school district or a school; and at a location, activity, function or program that is not school-related or through
- B. the use of technology or an electronic device that is not owned, leased or used by the school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. As stated in M.G.L. c.71 Sec.37O nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

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

VIII: PROBLEM RESOLUTION

Under Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws, any parent wishing to file a claim/concern or seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs/guide/default.html>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX: DEFINITIONS:

1. Bullying:

The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- I. causes physical or emotional harm to the victim or damage to the victim's property;
- II. places the victim in reasonable fear of harm to himself or of damage to his/her property;
- III. creates a hostile environment at school for the victim;
- IV. infringes on the rights of the victim at school; or
- V. materially and substantially disrupts the education process or the orderly operation of a school.

2. Cyber-bullying:

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

3. Hostile Environment:

A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

4. Target / Victim:

A student who has been subject to bullying or retaliation

5. Aggressor/ Perpetrator:

A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

6. Local law enforcement agency:

Local police department

7. Principal:

The administrative leader of a school in the Wachusett Regional School District or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

8. Retaliation:

Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is strictly prohibited and will result in disciplinary action.

X: RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDICES

APPENDIX A: Bullying Reporting Forms



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Bullying, Cyber Bullying, and Retaliation Incident Referral Form

Thank you for taking a few minutes to fill out this form. Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an anonymous report, however please be advised that making a **knowingly false report** may result in disciplinary consequences.

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

1. Name of Reporter: _____ (please print)

☐ I would like to remain anonymous

2. Date of filing of this report _____

3. Date of Incident _____

4. What type of incident was this? ☐ Bullying ☐ Cyber Bullying ☐ Online (texting / cell phone)

5. Where did the incident take place: ☐ on school property ☐ on a school bus ☐ at a bus stop
☐ at a school sponsored activity/event ☐ Other _____

6. Please tell us who you are: ☐ Student ☐ Parent ☐ Other (specify) _____
☐ Teacher ☐ Administrator

7. If student, state your school: _____ Grade _____ Homeroom _____

8. If staff, state your school or work site: _____

9. To the best of your knowledge, did a physical injury result from this incident?

☐ Yes ☐ No ☐ Not Sure

10. Information about the Incident:

	Check whether:
Name of target (person who was bullied): _____	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other
Name of the aggressor person who is bullying: _____	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other
Name of any witnesses: _____	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other
_____	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other

Describe what you know about this incident on the back side of this form. (Please be as specific as possible)
After you have completed this form, please submit it to a school administrator.

Jefferson School
1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Student Reporting Form for Bullying and Retaliation

*Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an initial report. Please be advised that making a **knowingly false report** may result in disciplinary consequences.*

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

Today's Date _____ Date of Incident _____

Name _____ Grade _____

Please indicate **what** is happening, **when** it is happening and **where** it is happening.

What:

When:

Where:

After you have completed this form, please submit it to a school administrator.

Jefferson School
1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net

APPENDIX B: Research-Based Curricula

Second Step: (K - 8)

Second Step is a universal intervention designed for use with all students in a school. Second Step teaches students how to effectively manage their emotions and demonstrate self-control. Research indicates that children who learn and use these skills do better in school academically. Direct observation of student behavior in various settings (i.e., classroom cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed decreases in physical aggression and increases in neutral and pro-social behavior.

Link for further information:

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/SEL_Bullying_Paper.pdf

Responsive Classroom: (K - 8)

Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). We believe that high-quality education for every child is built on the foundation of a safe and joyful learning community.

Link for further information:

<https://www.responsiveclassroom.org/about/research/>

PBIS:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Link for further information, Elementary:

<http://www.pbis.org/resource/785>

Link for further information, Middle / High School:

<http://www.pbis.org/resource/900>

MARC (Massachusetts Aggression Reduction Center) K-5 Bullying and Cyberbullying Curriculum

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying and to raise their awareness about how these behaviors impact children. It utilizes both Teacher-As-Educator and Peer Learning Models.

Link for further information:

<http://marccenter.webs.com/Evaluation%20of%20the%20Massachusetts%20Aggression%20Reduction%20Center%20K-2.pdf>

Grades 6-12 Advisory Curriculum (Bullying & Cyberbullying)

This is a bullying, cyberbullying, and cyber-behaviors curriculum, designed for use by grades 6 through 12. The Curriculum is divided into Lesson Plans designed to be conducted in a 20-minute period of time. The intention is to enable schools to use the Curriculum either during Advisory Periods regular class periods.

Link for further information:

<http://marccenter.webs.com/advisory-curriculum>

High School Cyber-skills Curriculum

The goal of this research-based curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills.

Link for further information:

<http://marccenter.webs.com/hscyberskills>

APPENDIX C: Learning & Life Competencies

Positive **MINDSETS** that set the stage for developing Learning and Life Competencies

A **mindset** is a set of deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Mindsets set the stage for academic engagement and developing Learning and Life Competencies. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to his/her learning and academic performance. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. This boosts students' confidence about their day-to-day experiences and fires up hope in their future. The examples below provide a range of entry points for conversations with students.

EXAMPLES:

- School and school work have value for me.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.

Learning and Life Competencies for School, College, and Career Success		
Skill Set	Competency	Target Behaviors
Self-Awareness	I know myself.	<ol style="list-style-type: none"> 1. I am aware that my beliefs, mindsets, and emotions impact my capacity to learn and be skillful. 2. I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences. 3. I know when I have done the right thing and when I make mistakes. 4. I know when I bother others or upset them.
	I am aware of skills, behaviors, and attitudes that help me.	<ol style="list-style-type: none"> 5. I can name and describe the benefits of skills, behaviors, and mindsets that help me be a good student and a good person. 6. I know what motivates me. 7. I know when it is important to follow rules, procedures, and norms of acceptable behavior.
Self-Management	I identify, express, and manage emotions.	<ol style="list-style-type: none"> 8. I name and assess emotions accurately. 9. I express emotions skillfully even when I feel angry, frustrated, or disrespected. 10. I manage my emotions by using strategies to cool down and regain my balance.
	I exhibit self-regulation.	<ol style="list-style-type: none"> 11. I sustain my focus and pay attention throughout an activity or task. 12. I work silently without bothering others. 13. I accept help, feedback, correction, or consequences with good will. 14. I follow instructions, procedures and rules.
	I demonstrate perseverance and resiliency.	<ol style="list-style-type: none"> 15. I persist in my effort until I "get it" and finish the task. 16. I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future. 17. I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.

Learning and Life Competencies for School, College, and Career Success		
Skill Set	Competency	Target Behaviors
Social Efficacy	I communicate and problem solve effectively	18. I focus my attention on people who are speaking to me. 19. I listen respectfully and paraphrase/summarize or question before speaking. 20. I use school-appropriate language and project appropriate body language. 21. I use problem-solving strategies to work things out. 22. I resolve interpersonal conflicts constructively.
	I demonstrate empathy and respect.	23. I make an effort to understand the emotions, words and actions of others. 24. I respect the dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom. 25. I accept other viewpoints respectfully and appreciate individual and group similarities and differences. 26. I stand up for people whose rights, identity, or dignity have been violated. 27. I interrupt or call attention to incidents of bullying, harassment, prejudice, or teasing.
	I foster healthy relationships.	28. I greet and talk to people in a friendly manner. 29. I use words of common courtesy like please and thank you, excuse me, sorry about that. 30. I am dependable and follow through on what I say I am going to do. 31. I help and support others.
	I am assertive and I self-advocate.	32. I use neutral, non-aggressive language to express myself. 33. I can verbalize and present my ideas my values, and my needs to others. 34. I take initiative to seek help. 35. I can navigate across different settings in order to present my best self to others.
	I cooperate and participate.	36. I work effectively with different students. 37. I take on various roles and responsibilities to complete the learning task. 38. I take turns, listen to and encourage others, and do my fair share.
	I demonstrate civic responsibility.	39. I volunteer to take on leadership roles or extended responsibilities in a group. 40. I do positive things to make class a good place to learn. 41. I take responsibility for my words and actions and acknowledge the impact of my behavior on the community. 42. I make responsible decisions.
Academic Efficacy	I invest in quality work.	43. I attempt each part of the question, task, assignment, or test. 44. I revise, edit/proof, and correct for quality and accuracy. 45. I push myself to take academic risks. 46. I complete assigned tasks regularly. 47. I engage in critical, reflective and creative thinking.
	I organize to learn and study.	48. I attend class every day and arrive to class on time. 49. I organize myself and manage my materials. 50. I prioritize and manage my time and tasks. 51. I figure out the instructions before I begin a task. 52. I use a range of study strategies to remember and apply key knowledge, skills and understandings.
	I set goals and self-assess.	53. I make sure that I know the criteria for high quality work. 54. I set specific learning goals and identify and adjust action steps to improve my grade. 55. I monitor my academic progress through written and oral self-reflection and conferencing. 56. I can identify the evidence that shows my effort to meet my goal.