

# KNOX TRAIL MIDDLE SCHOOL

## STUDENT HANDBOOK

2023-2024

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*The school committee of every city, town, or district will publish its adopted rules or regulations pertaining to the conduct of teachers or students. Copies of the rules or regulations will be provided to any person upon request, and without cost, by the principal or headmaster of every school within each city, town, or district.*

The full text of MGL Ch.71, S37 H is included in Appendix I, p. 31 of this document and by clicking on the link above.

Any supplementary student handbook material passed out separately from time to time will be treated as part of the student handbook and where appropriate will replace materials already included within this book. It will be the responsibility of individual students to be thoroughly familiar with such supplementary materials, if such are circulated, and to retain them for reference throughout the year.

[Massachusetts General Laws Chapter 76 Section 5](#)

*Every person will have a right to attend the public schools of the town where s/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person will be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.*

All courses, activities, and services offered by Knox Trail Middle School are available without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. Full text of the Spencer/East Brookfield Regional School District nondiscrimination policy in compliance with all Federal and state laws is found in Appendix II of this document, page 37. The Pupil Services Department oversees compliance. Any complaints/concerns should be directed to the Pupil Services Director at (508)885-8515.

## *MISSION STATEMENT*

*Knox Trail Middle School  
engages all students through a  
challenging academic program  
to be life-long  
learners and responsible citizens.  
We provide students with the  
opportunity to achieve personal  
excellence in a safe and  
supportive environment, so they  
can grow to be capable, kind  
and active  
contributors to the world in  
which we live.*

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## ACADEMICS

### Course Expectations

Teachers will distribute a summary to students at the beginning of each course that outlines:

- Curricular and behavioral expectations
- A course syllabus, which describes the larger learning goals and assessment objectives
- Grading procedures

Knox Trail uses data to guide scheduling decisions, including the identification of students eligible for enrollment in advanced courses. Student grades, MCAS scores, Measured Academic Progress (MAP) Scores, and reading ability are the primary factors used to make this identification, but students who consistently exhibit the following behaviors also receive consideration:

- Keeps track of own grades and academic progress

- Seeks help outside of class when necessary to improve understanding
- Completes homework assignments on time in a dependable and thorough manner
- Asks purposeful questions during class
- Enthusiastically participates in lesson activities
- Takes on a leadership role for group projects and works independently on individual projects
- Organizes own notebook and prepares own study guides for tests/quizzes
- Demonstrates a strong interest and passion for the subject matter
- Completes work that is, in quantity and/or quality, above and beyond what has been assigned

### Extra Help

- Teachers will provide students with opportunities to obtain extra help.
- Peer tutoring can be arranged as needed after school and during WIN (What I Need) period.
- Teachers may be contacted via email, which is available through the parent/guardian PowerSchool account or on our school website.

### Homework and Grading

- Homework is intended to be an extension of the classroom assignment.
- Student is responsible for completing his/her assignments.
- Work is expected to be completed and passed in on time.
- Students should be able to complete most assignments in 20-30 minutes per class.  
Students have a maximum of five (5) school days to complete work after an absence.
- If a child is out three or more days, an assignment sheet will be completed by the teachers and sent home **upon request**.
- Teachers may issue an incomplete grade to a student for a marking term when extenuating circumstances exist.  
When a student gets an incomplete grade, the student has ten (10) school days to complete assigned work.

### Cheating/Plagiarism/Forgery

Cheating/Plagiarism/Forgery on any schoolwork is not allowed and is unacceptable. Teachers, administrators, and parents should discuss with students the merits of honesty and integrity regarding their schoolwork and accepting responsibility for their actions. Teachers and administrators will take disciplinary action when violations occur in the classroom and school environment. Disciplinary action for acts of cheating/plagiarism may include, but are not limited to, assigning a grade of zero on the activity, requiring a retake, and/or assigning a detention or a suspension. Forgery of a parents'/guardians' signature on school documents will result in parental contact by the principal or assistant principal.

### PowerSchool Access

PS is an automated student record management system that allows administrators, teachers, students and parents to keep timely and up-to-date records of student performance and progress. All parent/guardians are given a username and a password which allows parents/guardians to go online and monitor student progress at [www.sebpowerschool.org](http://www.sebpowerschool.org). Parents may expect grades to be updated at least every ten (10) school days.

### Progress Reports

- During the course of a year, parents may request assistance by calling the school so they can access their PowerSchool account. A

PowerSchool account enables parents to view student progress on a daily basis. We encourage parents to take advantage of PowerSchool at [www.sebpowerschool.org](http://www.sebpowerschool.org). A printed copy of username and password are given to students on the first day of school.

- Grades and teacher comments will be updated at the midpoint of each grading term.
- Parents who wish to receive a paper copy of their child's progress report may do so by putting their request in writing to the principal or administrative assistant.

### **Report Cards/Quarterly Grades**

- Grades will be stored quarterly and can be viewed daily on Power School during the school year.
- Each marking period will be approximately ten (10) weeks in length.
- Number grades will be placed on report cards for each marking period.
- Teachers will provide comments regarding student progress, including conduct, effort and performance.
- Quarter grades determine eligibility for extracurricular activities, field trips, dances, and sports. Progress reports will be used to update the eligibility list and potentially restore eligibility.
  - Students will receive all paper reports cards in afternoon HR for the first three quarters with parents signing that they received them. Students are to return them to their HR teacher the next day.
  - THE LAST REPORT CARD IS NOT SENT HOME. Parents/guardians who wish to have a copy, please contact administration.

### ***The grading system will be as follows:***

A-Excellent B-Above Average C-Average the following D-Passing F-Failing The letters correspond with numerical values:

A+ 97-100 A 93-96 A- 90-92  
B+ 87-89 B 83-86 B- 80-82  
C+ 77-79 C 73-76 C- 70-72  
D+ 67-69 D 63-66 D- 60-62  
F 59 and below

### **Honor Roll**

- Honor rolls are published after each marking period to recognize students who have demonstrated high academic achievement. •  
High Honors: Student must receive all A's.
- Honors: Student must receive all B's or better.

### **Scholarships, Prizes, and Awards**

All scholarships, prizes and awards distributed to students are free of discrimination in accordance with the non-discrimination policy.

- Edward Goodlight Award
- Paul Jolie Award
- Kaitlyn Langlois Award
- Priscilla Walker Award
- General Knox Award

### **Promotion**

- Promotion to the next grade is not automatic.
- A student must pass the equivalent of four (4) full year classes in order to be promoted.
- The educational, psychological, emotional and physical well-being of the pupil is always considered in any final decision.
- Students may be required to attend summer school.

### **Retention**

Listed are **suggested** procedures and a **suggested** timetable for the implementation of retention:

- Parents are encouraged to go online and monitor student progress regularly through their PowerSchool accounts at [www.sebpowerschool.org](http://www.sebpowerschool.org).
- A student may be referred for evaluation under Chapter 766, if not already evaluated. (See Appendix II, page 37 of this handbook for the Special Education Referral Process)

- With parental approval, the education plan is administered and remedial instruction is provided.
  - Parents will be notified by the end of January that retention is a strong possibility and a student success plan will be initiated.
- The school will make the final determination regarding retention. The input of parents, students, teachers, and specialists will be sought when making this determination. Parents may appeal the school decision to the superintendent and the school committee.

### **Summer School**

The promotion policy is based on an evaluation of the total need of each student. Such a decision will be based on the student's particular needs and will include discussion among parents, counselors, teachers, and administrators. It is imperative that students establish a good foundation in course work before continuing on to more advanced work. If a student fails one core course (English, Mathematics, Social Studies, Science) the student will be recommended for summer school. If a student fails more than one course, including specials, summer school will be required. A student's participation and success in summer school are utilized in the final promotion decision-making process in August. If a student is retained, the student may not repeat all of that grade level's courses commonly referred to as Specials. Instead, the student may be scheduled in classes providing Academic Intervention Services, in so far as possible.

### **Parent Conferences**

- Parents' night is held in the Fall after completion of the progress reports. At this time, parents meet for a short conference with their child's teachers to discuss the students' progress. Parents will be notified in advance of these sessions.
- If more time is needed for a conference, parents can call the guidance office to make arrangements.
- Parents may meet with a teacher at any time during the year by calling the guidance counselor and scheduling an appointment. The guidance counselor will notify teachers of parental requests for conferences.

### **State Mandated Testing – MCAS**

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth's student testing program implemented in response to the Education Reform Law of 1993. MCAS tests are based exclusively on the learning standards contained in the Massachusetts Curriculum Framework for each content area tested.

MCAS testing has several purposes:

- To measure the performance of individual students, schools, and districts against the state standards outlined in the Massachusetts Curriculum Frameworks.
- To raise student achievement.
- To improve classroom instruction.
- To determine competency in English Language Arts and Mathematics in order to award high school diplomas.

Students who fail a section of the MCAS tests will have an individual improvement plan developed for them. The plan will indicate the area(s) failed and suggest strategies for improving the test scores. Participation in any suggested program is voluntary.

### **Notice to Parents Regarding Teacher Qualifications**

Parents have the right to know the professional qualifications of the classroom teachers. Although a school report card sent home during the third term addresses these topics, federal law allows parents to ask for the following information:

- Whether the Massachusetts Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Massachusetts Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teacher's aides or similar paraprofessionals (Title I only) provide services to students, and if they do, their qualifications.

## **ATTENDANCE**

It is imperative that all children attend school regularly. When attendance is poor, the student is at risk for retention. The following



policies address school attendance.

- Students must be in homeroom by 7:45 AM.
- In the event of an early dismissal due to inclement weather, parents should have a plan in place to ensure adequate supervision at home.

### **Tardiness**

Students arriving after 7:45 AM are considered tardy and must report to the main office for a pass.

### **Dismissal**

- Students should not seek dismissal from school for appointments that can be made after school hours. If an early dismissal is necessary, the student must present a written request to the main office.
- Students can only be released to a parent/guardian.
- Students must attend school until 11:00 AM to be eligible for participation in any after school program or extracurricular activities.

### **Absence**

For all student absences, a telephone call from the parent/guardian to the school nurse (508-885-8556) explaining the absence must be made by 7:45 AM on the day of absence. Parents or guardians must supply the name and grade of the student along with a reason for the absence. If a pupil is absent and the school has not been notified by the designated time, the school nurse will call the parent or guardian to inquire about the absence.

#### **Excused absences:**

An absence will be considered *excused* if:

- It is due to short term illness/injury with proper medical documentation.
- It is a religious obligation, the death of a family member, or a court hearing.
- Pre-arrangement was made with the principal to allow a student to participate in or attend any non-school sponsored activity/event on a school day.

#### **Notes:**

1. Repetitive and/or chronic absence due to illness or injury may require a medical documentation from a health care provider.
2. Seventh and eighth grade students who anticipate applying to Bay Path Regional Vocational High School must provide a physician's note to excuse any medical absences due to illness or injury, regardless of length, in order to avoid a loss of points on the application.
3. A student who is absent from school may not participate in after school activities.

#### **Unexcused Absences:**

An absence will be considered *unexcused* if:

- It is health-related, exceeds 5 days and is not documented by a note from a health care provider.
- Pre-arrangement was not made with the principal for non-health related reasons
- It is for vacation during regularly scheduled school days.

Note: Please contact the principal if a student is going to be absent from school for more than three days as the result of a planned vacation.

### **Consequences for Excessive Unexcused Absences/Tardiness**

- Students who are tardy more than 10 times will be required to make up the time after school or during lunch detention. Tardy students who arrive between first bell and 8am, will have a loss of recess. Arrival between 8-815am will result in full lunch detention and loss of recess. Arrival after 815am, will result in lunch detention/loss of recess, as well as an after school detention. Parents will receive written notification if student is tardy more than fifteen (15) times. If a student continues to be late to school, a second letter may be sent to the parent requesting a meeting and/or file a CRA.
- Unexcused absences beyond 8 days in a quarter, is considered excessive and in violation of Massachusetts State Laws concerning truancy. A poor attendance record may affect the student's academic performance which may prevent student promotion to the next grade level. Parents or guardians of students with excessive absences will receive:
  - A telephone call from the nurse at or about the sixth (6th) absence
  - A letter from the assistant principal at or about the eighth (8th) absence and a home visit with the school resource officer.

- Written notification to meet with the principal or his/her designee if absences exceed twelve (12) days.

Per Massachusetts General Law,

*The school principal or headmaster, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps will be developed jointly and agreed upon by the school principal or headmaster; or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.*

To address attendance concerns not resolved by the action steps developed per the preceding paragraph the principal and/or designee may:

- Refer the problem to the Superintendent of Schools and do a Home Visit with the School Resource Officer.
- File a CRA (Child Requiring Assistance) petition with the court if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families
- File an Adult Failure to Cause complaint with Worcester Juvenile Court along with a 51A report with the Department of Children and Families for suspected child abuse or neglect. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

## CODE OF CONDUCT

The following is a general standard of conduct that should be used as a guide by all students. Not all acts of misconduct can be itemized in this regulation; however, this list of infractions may lead to disciplinary action such as lunch/office detentions, removal from class, confiscation of material, suspension, and/or expulsion.

- Abusive behavior, violence, force, coercion, bullying, threats, intimidation, insubordination, instigation of a fight, or other similar conduct that endangers another person's safety or violates their civil rights.
- Breach of security, or any behavior that compromises the safety of the School, including: tampering with the physical plant (i.e. locks, alarms, and windows), entering vehicles, and/or unauthorized use of telephones, computers, and equipment.
- The willful causing or attempting to cause damage to private or school property.
- False communications about the presence of fire or explosive devices in the building.
- False communication in any form: this includes withholding information which may jeopardize the safety of students or the school.
- Fire setting, any intentional behavior that may cause a fire includes tampering with electrical outlets and appliances.
- Student has in his/her possession contraband or has brought into school an item that is a disruption to the learning environment or potentially dangerous. (i.e. lighters, matches, laser pointers, hair straighteners, blow dryers, etc.).
- Possession, use, dispensing, or selling of tobacco products, e-cigs, vapes, alcoholic beverages, or over the counter medications, inhalants, drug paraphernalia, illegal substances, prescription medication, or any controlled substances.
- Stealing or attempting to steal private or school property.
- Threatening or intimidating any person for the purpose of obtaining money or property from another person.
- Knowingly possessing or handling any object that is ordinarily or generally considered to be a weapon.
- Truancy or failure to attend classes, required activities, or teacher/office detentions.
- Tardiness to school, assigned classes, or required activities.
- Using language or gestures, which by school standards is considered inappropriate, vulgar, obscene, demeaning, or intimidating. This includes possession of any sexually explicit or graphically violent materials.
- Inappropriate display of affection including indecent exposure, sexual activity.
- Incorrectly identifying oneself to a staff member, including a substitute teacher.
- Possession, use, or distribution of any type of fireworks.
- Repeated violation of any valid rules of conduct and classroom behavior (i.e. disruption; repeatedly unprepared for class).
- Trespassing by being present in an unauthorized place in the school; refusing to leave school property when told to do so by an official; or leaving school property onto private property without landowner's permission.
- Engaging in any activity forbidden by the laws of Massachusetts or the United States (i.e. sexual harassment, gambling, identity theft, etc.).
- Hazing (See also page 26 and Appendix IV, page 41).
- Bullying (See also page 27 and Appendix V, page 43).

The code of conduct is applicable to Students with Section 504 Accommodation plans.

### **Behavior Expectations**

Every pupil is expected to adhere to the regulations contained within the school's handbook. Parents, guardians, teachers, and administrators must work cooperatively to help each student become a self-disciplined individual. Whenever a question concerning discipline arises, parents or guardians are encouraged to contact the school administrators.

Depending upon the severity of misconduct, each case will be managed by the teacher and/or the school administrators. Involvement of the Superintendent and/or School Committee is reserved for the most severe instances. Each case of misconduct is specific and is affected by different circumstances. It is the ultimate responsibility of administrators to screen information related to each case and to render the appropriate decision necessary for remediation. In general, the severity of the behavior and/or the frequency of disciplinary referrals will dictate which of the following measure(s) will be taken. These measures may be utilized individually or interchangeably:

- Teacher detention
- Teacher conference
- Parent contact
- Assistant Principal/Principal conference
- Office detention
- In-school suspension
- Out-of-school suspension
- Expulsion

The power of the school committee, or of any other teacher, administrator, or other employee or agent of the School Committee, to maintain discipline on school property will not include the right to inflict corporal punishment on any student.

### **Detentions**

When a student receives a teacher detention or an office detention from an administrator, the student will be told he/she has detention. Parents will be notified in writing or by phone call by either the teacher, administration or student. Students must report to office detention on second bell dismissal on the day the detention is issued and remain until 3:00 p.m. Parents should make arrangements to pick the student up at 3:00 p.m. unless otherwise notified.

- A bus student may serve his/her detention the day after a detention is issued.
- No one is excused from detention. Should transportation be a problem, arrangements can be made to serve the detention the next school day with a note from the parents.
- Failure to report to detention may result in an additional detention or extended time on the detention and/or in school suspension.
- Serving a detention takes precedent over participation in extra-curricular activities.
- Further discipline may be imposed when a student continues to have excessive detentions, which may include extended detention time and/or suspension.

The school relies heavily on parents to aid in the growth of their child's self-discipline. A parent conference will be required if a child receives an excessive number of detentions in any marking term.

### **School Materials**

Students are responsible for the proper care of all school materials issued to them for use during the school year.

- Textbooks are issued in all classes and must be kept covered.
- Students must place their names on the inside front cover of each book issued to them.
- If there is misuse or abuse of materials, students will be assessed replacement or repair costs.
- Any student with an outstanding obligation may not be promoted to the next grade level until the obligation is cleared.

### **Searches by Staff**

School administrators may search students and inspect a student's property. This includes searches by Drug-Sniffing and/or Weapon Sniffing Canine and/or by Metal Detectors. Searches of students, their possessions, their vehicles, and/or their lockers will be conducted in a manner that preserves individual rights and supports the educational process. Whenever a student search is conducted, the following will apply:

- No search will be conducted unless there is reasonable suspicion that the student is in possession of an item or items that violate school rules or laws.
- Searches will be conducted by an administrator, with at least one other faculty member present, preferably another administrator.
- Whenever a personal search is deemed necessary, the student will be advised of the reason for the impending search.
- No school official will ever conduct a "strip search" of a student.
- Should a student refuse to comply with a request for a search, the student may be detained until parents, and if necessary, police, arrive to assist. Students then will be issued a one day suspension for failing to comply. Any illegal substances or contraband will be turned over to the appropriate authorities. Suitable disciplinary and /or legal action will be taken.

Nothing herein will be construed to limit the right of the School Committee or administration to make use of external detecting resources should such become necessary or desirable.

## **Suspensions and Expulsions**

*All suspensions and expulsions are governed by [M.G.L. Ch. 71 S 37H](#), [M.G.L. Ch. 71 S 37H<sup>1</sup>/<sub>2</sub>](#) and [M.G.L. S37H3/4](#). For full text see Appendix I, page of this document.*

**Short-term Suspensions** for a specific incident may be issued by the administration for a maximum period of ten school days. Students may receive more than ten total school days of suspension for multiple infractions over an extended period of time. Every effort will be made to inform the parent of any suspension and each student will be provided with a hearing. Written communication will be mailed to the parent.

## **Due Process Rights of All Students**

### **Short-term Suspensions**

In cases of suspensions for ten school days or less (short-term suspensions), the student has the following rights.

- The right to oral and written notice of the charges against him/her in English and the primary language of the home if other than English;
- The right to an explanation of the basis of the accusation and evidence which school authorities have against him/her;
- The opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator)

The notice will include:

1. The disciplinary offense and basis for the charge;
2. Potential consequences, including the length of suspension;
3. The opportunity for a hearing with the principal or designee and the parent, including the opportunity to dispute the charge;
4. The date, time and location of the hearing;
5. The right to an interpreter during the hearing;
6. If the student may be placed on long-term suspension following the hearing, then:
  - a. The rights set forth under long-term suspensions (more than 10 school days); and
  - b. The right to appeal the principal's decision of the hearing to the superintendent.

### **Right to Hearing:**

The purpose of the hearing with the principal 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 committed the disciplinary offense, and if so, the consequences for the infraction. The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

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

Although the above procedures should normally precede any suspension, in emergency situations the student may be summarily removed from school with a hearing to follow as soon as possible.

### **Emergency Removal under Section 37H ¾**

Nothing in the regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially disrupts the order of the school. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in [603 CMR 53.06\(2\)](#);
2. Provide written notice to the student and parent as provided for short-term and long-term suspensions;
3. Provide the student an opportunity for a hearing with the principal that complies with the procedures set forth for short-term or long-term suspensions, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements set forth for short-term or long-term suspensions as applicable.

A principal 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.

### **Long-term Suspensions**

Due process for a student who is a subject to suspension for more than ten days (long-term suspensions) includes the same procedures outlined above for short-term suspension in addition to the following procedures:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request;
6. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student;
7. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.
8. If the principal decides to suspend the student, the written determination shall:
  - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  - b. Set out the key facts and conclusions reached by the principal;
  - c. Identify the length and effective date of the suspension, as well as a date of return to school;
  - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
  - e. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal

has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication, where appropriate, and shall include the following stated in plain language:

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

Students placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. To do so, the student or parent shall file a notice of appeal with the superintendent within five calendar days of the effective date of the suspension, but may receive an extension for up to seven additional calendar days if they make the request within the five calendar days following the suspension.

The superintendent will then hold the hearing within three school days of the request.

The superintendent will make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate.

The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

The superintendent shall issue a written decision within five calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

## **In-School Suspensions**

In-school suspensions may be used as an alternative to short-term suspensions.

When a student repeatedly violates the code of conduct or commits a serious offense, an in-school suspension may be given. The student will be isolated from the student body during the period of suspension where he/she can complete assignments given by the classroom teachers. Students assigned to in-school suspension will report directly to the ISS room upon arrival at school unless otherwise instructed. A student on in-school suspension is responsible for all schoolwork, including tests. Schoolwork is provided during the suspension period. Any student who has an in school suspension is not to participate or attend any school events on the day(s) of the suspension period.

The principal shall make reasonable efforts to orally notify the parent on the same day as the in-school suspension decision as soon as possible of the disciplinary offense, the reasons for concluding the student committed the offense, and the length of the in-school suspension. The principal shall offer the parent an opportunity to meet to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. If possible, such a meeting shall be scheduled on the day of the suspension, or otherwise as soon as possible thereafter. If the principal, after two documented attempts to reach the parent, is unable to reach the parents, such attempts will be considered reasonable efforts for purposes of orally notifying the parents. The principal shall provide written notification to the student and the parent about the in-school suspension, the reason and length of the suspension, and offer the parent an opportunity to meet to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.

Written notice may be made by hand delivery, first-class mail, certified mail, email, or other delivery method agreed upon by the principal/designee and the parent.

### **Out-of-School Suspensions**

Suspension from school is a punishment for serious misconduct of a disruptive or criminal nature. This may include, but is not limited to, the following infractions: smoking, drinking, use of drugs, attacking other students, disruptive behavior, sexual harassment, vandalism, possession of weapons, stealing, and use of fireworks. It is essential that the parents/guardians meet with the assistant principal or principal to discuss the problems that have resulted in the suspension. Any student who has been suspended is not to be on school grounds or at school events during the suspension period. A student on out of school suspension is responsible for all schoolwork, and schoolwork will be provided during the suspension period. *In all cases involving the violation of State/Federal laws, the school has the legal obligation and responsibility to notify the local police departments.*

### **Principal's Authority to Expel**

Section [37H \(a\) and \(b\)](#) of the Massachusetts Educational Reform Act (1993) gives the principal authority to expel a student who

- is found on school premises or at school sponsored or school-related events in possession of a dangerous weapon, explosives, or a controlled substance (drugs and alcohol), or who assaults school personnel on premises or school related functions.
- has been issued a criminal complaint for either a felony or a felony delinquency, if the principal determines that the student's continued presence at school would have a substantial detrimental effect on the general welfare of the school.

Any student who is found in possession of a dangerous weapon, explosives, or a controlled substance, or who assaults school personnel as described above, 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, the principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have been in possession of a dangerous weapon, explosives, or a controlled substance, or assaulted school personnel as described above.

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 students 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.

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](#).

Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

## Due Process Rights of All Students

- The right to oral and written notice of charges against him/her
- The right to an explanation of the evidence that the school authorities have against him/her
- The opportunity to present his/her side of the story
- The right to cross-examine witnesses against the student
- Time to prepare for a hearing
- The right to present witnesses and testimony
- The right to counsel

### Special Education Provisions

The SEBRSD observes the state and federal guidelines pertaining to the application of discipline to children and students eligible under the Individuals with Disabilities Education Act (IDEA), including manifestation determination and all other due process provisions, and considers the student's Individual Education Plan (IEP) when taking or considering disciplinary action ([34 CFR 300.519-529](#)). The Massachusetts Department of Education has adopted a policy regarding "disciplining students with special needs" which implements [M.G.L. Chapter 71B, Section 3](#) of the Massachusetts General Laws. Both documents outline procedures and protections for students on Individual Education Plans

The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if a modified discipline code is required. Modifications will be written into the IEP.

Current Federal Special Education Regulations (34 CFR 300.519-529) require the following discipline policies and procedures for special needs' students:

- School personnel may suspend an eligible special needs student for up to 10 consecutive school days and for additional removals of up to 10 consecutive school days in that same school year for separate incidents of misconduct;
  - After a student with special needs has been suspended for 10 school days in any school year, during any subsequent removal, the public school provides sufficient services for the student to continue to receive a free and appropriate education;
  - The following constitutes a change in placement:
    - A suspension of longer than 10 school days; or
    - A series of suspensions that constitute a pattern because either: (i) the series of removals total more than 10 school days in a given school year; (ii) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and (iii) of such additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
  - Prior to a suspension that constitutes a change in placement, the IEP Team convenes to:
    - Develop or review a functional behavioral assessment of the student's behavior intervention plan or develop an assessment plan;
    - Make a *Manifestation Determination* (Determine the relationship between the disability and the behavior).
    - Take steps to amend (with parent consent) the IEP, the placement, or the behavioral intervention plan, if the team determines that the behavior IS a manifestation of the disability.
- Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and -As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
- The review may find
    - the IEP must be modified to reflect a new program designed to better meet the student's needs OR
    - the IEP and the suspension are appropriate, but an amendment will be developed to provide the delivery of special education services during the period of exclusion AND/OR



- the original IEP will be modified to affect a long-term plan designed to assure continued involvement with an educational program.

If a suspension will result in accumulated exclusion of more than 10 school days with the current IEP, immediate written notification of the suspension must be made through the school system's Director of Pupil Services office.

Note:

Regardless of the manifestation determination, the District may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 days if

- the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function
  - the District provides evidence that the student is "substantially likely" to injure him/herself or others • a hearing officer orders the alternative placement
  - the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.
- \* Returning the student to the original placement of the behavior is a manifestation of the disability, unless the parent and district agree otherwise, or a hearing officer orders a new placement.

The District provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district otherwise agree.

#### **504 Discipline:**

Students identified as eligible for protection under Section 504 may not be removed from their educational placement for more than ten school days unless it is determined that the behavior which resulted in the disciplinary infraction was not linked to the student's disability, or inappropriate placement (*manifestation determination*). The prohibition against removals of more than ten school days also applies to shorter removals which cumulatively total ten (10) school days within a school year and reflect a pattern of exclusion.

Upon completion of discipline, students who require 504 accommodations will be returned to their original placement if the behavior is not a manifestation of the disability, unless the parent and district agree otherwise, or a hearing officer orders a new placement. If the behavior is found to be a manifestation of the disability, the student will be returned to their original placement unless the parent and district agree otherwise or a hearing officer orders a new placement.

If a student is suspended or expelled when the behavior is not a manifestation of the disability, such services may be provided: tutoring, functional behavior assessments and behavioral intervention services and modifications, to address the behavior so it does not recur.

Note: Regardless of the manifestation determination, the District may discipline the student in if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function, and/or the behavior involves infliction of serious bodily injury on another on school grounds or at school-related functions.

A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA provided that the District had a basis of knowledge that the child had a suspected disability before the behavior that precipitated the disciplinary action occurred. The District is deemed to have knowledge if the child's parent expressed concern in writing to administrative or supervisory personnel of the school or District that the child is in the need of special education evaluation; or the child's teacher or other school or District personnel expressed specific concerns to the Director of Special Education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or District is not deemed to have knowledge of a disability if the parent has not allowed an

evaluation or has refused special education and related services, or the child has been evaluated and determined not to be a child with a disability.

Procedural requirements for students not yet determined eligible for special education.

603 CMR 28.00 Special Education Regulations – Massachusetts State Law for Special Education Services may be found in Appendix III of this document.

### **School Property**

The school property is defined by fencing. Students in an unauthorized area will be disciplined. Students trespassing on our neighbors' property may be suspended from school. Students are expected to stay on paved walkways to and from school. Skateboards are not allowed at school. Bicycles must be kept in the bike rack and walked off campus.

## **DAILY EXPECTATIONS**

### **Before School**

- Upon arrival for the school day, students will report to their homeroom.
- Students may not enter the building before school unless they have a pass from a teacher or an administrator.

Breakfast begins at 7:20. Students who are eating breakfast may come to the cafeteria and stay until finished.

### **Corridor Conduct**

- No running, jumping, yelling, or physical contact of any kind.
- No punching, banging, kicking, or slamming of lockers.
- No use of distracting cologne, deodorant, hair spray, or any scented items.
- Students may access their lockers before/after school and during transition times between classes. • Backpacks and oversized tote bags are to be kept in lockers
- Cell phones, iPods, and all electronic equipment must be turned off and secured in a locker unless specifically directed by a teacher to bring electronic devices to class.
- Students cannot have any open drinks in their lockers, nor may they have open drinks or food in their possession at any other time during the school day except as otherwise authorized, except in the cafeteria during breakfast and lunch. Exceptions can only be granted with a medical excuse that is on file with the school nurse.
- Students may not have in their possession soda, coffee, or energy drinks.

Students will be responsible for filling out their Smartpass electronic pass to leave their designated area.

### **After School**

- First round bus students should leave the building at the first bell.
- Second round bus students will wait in the cafeteria until their bus arrives, students being picked up, and walkers should leave the building at 2:10.
- Students who play sports are not to leave school prior to second dismissal for practice or games.
  - Exceptions may be made by administration when students have an away game.
    - Students who leave school prior to their designated time without authorization may face disciplinary action including detentions or suspensions.
- Driving in the circular driveway is prohibited. *All parents should drop off and pick students up in the parking lot*

## Personal Appearance

In keeping with the KTR mission statement to *provide students with the opportunity to achieve personal excellence in a safe and supportive environment*, students are expected to be clean and appropriately dressed. Appropriate dress demonstrates respect for oneself and others. Student dress is deemed unacceptable if it causes issues of safety, health, cleanliness, or is otherwise a distraction to the educational process. Students are expected to adhere to the following guidelines. Those who do not may be asked to remove or cover the items and/or may be sent home to change.

- Clothing not allowed includes but is not limited to:
  - Clothing displaying inappropriate inscriptions or images (profanity, alcohol, tobacco, sexual innuendo, violence, gang-related symbols, drug promotion and the like) that would cause distractions or disruption within the school environment
  - Torn clothing
  - Pajamas (except during Spirit Week)
  - Outdoor clothing including coats, hats, boots, etc., except for medical or religious reasons.
  - All clothing items and accessories (chains, sharp earrings, stud bracelets, and the like) that are deemed to be safety hazards
  - Clothing that reveals the stomach area, thigh crease or underwear.
- Hats and hoods, except for medical or religious reasons
- Students are not allowed to graffiti themselves with ink, paint, etc.
- Pants must be worn at the waist.
- Hair should not cover eyes, nose, or mouth. Face must be seen.
- During participation in Physical Education classes, students are required to remove all accessories that would pose a safety hazard to the student and others.

In cases requiring disciplinary action, administration will exercise discretionary authority.

## Lockers

Lockers are assigned to each student. Students are responsible for keeping their lockers neat, clean, and locked at all times. The school is not responsible for items taken from unlocked lockers. • Students must use school issued locks.

- Students will be charged \$5.00 for a lost or stolen lock.
- School authorities, acting in the interest of maintenance, health, and safety may inspect school properties, including student lockers. School lockers are the property of the school. • Students are not permitted to have open drinks in their lockers.

Students are allowed locker access during designated locker times. For instance, the start of the school day, during WIN, lunch block and end of the school day

## Hall Passes

- Students must have a pass when there is a need to leave the class. Failure to have a hall pass may result in disciplinary action for the student.
- Students should use restroom facilities before homeroom and during lunch.

## Telephone Use

- A telephone is available with permission in the administrative offices for student access. It can be used during the student's lunch time with permission. This phone should not be used for making social plans but rather to arrange after-school activities as needed.
- Parents may call the school office to leave messages as needed for their child. • The use of cell phones by students to make and receive personal telephone calls or texts during the school day is prohibited unless otherwise explicitly authorized.

## **Elevator Use**

Only handicapped or injured students with the nurse's permission will have access to the elevator. Any unauthorized use of the elevator by a student may result in disciplinary action.

## **HEALTH SERVICES**

School health policies have been developed to protect the health and promote the safety of the children while at school. The school nurse's office is located in the administrative wing. The following information serves as a guide to the health services program:

- Each day, calls will be made to the homes of students who are absent from school and whose parents/guardians have not contacted the school to inform us of the absence.
- If a child becomes ill at school, the school nurse will initiate a dismissal to a parent/guardian or emergency contact.
- Chronic illnesses, communicable diseases, and severe allergies must be reported to the school nurse immediately.
- The school nurse will provide first aid treatment to any student injured on their way to school or on the school premises.
- Hearing and vision screenings are done on 7<sup>th</sup> grade students, vision screening only on 5<sup>th</sup> grade students. Only failure notices will be mailed home.
- Postural screening is performed on all students. Only abnormal observations will be mailed to parents. • BMI calculations are completed for 7<sup>th</sup> grade students which are based on an individual's height and weight. Results will only be sent home if requested by parent/guardian.
- School policy requires physicals on 8<sup>th</sup> grade students if one has not been provided to the school in the past four years. Parents must obtain one from their physician and provide the school a copy of the physician's report.
- Upon written request, a parent or guardian may seek an exemption from physical examinations or screenings for their child on religious grounds except with respect to communicable diseases.

## **Programs for pregnant students**

1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program.
2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.

## **Medical Emergency Response Plan**

### **Medication Policy**

As a general policy, no medication will be dispensed at school except that designated as emergency medication. Examples of such emergency medications are those required for diabetic reactions, asthmatic attacks, and anaphylactic reactions. With other medications, students are to have their schedule arranged by their family doctor so as to avoid needing medication during school hours. These include medicines required three or four times a day. This policy does not apply to psychotropic medication covered under the regulations found in [Massachusetts General Laws Chapter 71 section 54B](#).

Any medications dispensed at school must be kept in the original pharmacy bottle. These medications must be accompanied by a medication permission form, which has been signed by the doctor and parent/guardian. Forms are available through the school nurse's office.

Medication will be dispensed by the school nurse or a designated trainee only when absolutely necessary in accordance with the school policy and will not be dispensed after regular school hours. Each school will be responsible for maintaining a current and accurate record of all students attended to and actions taken.

### **Inhaler Use**

A doctor's order is required for inhaler (inhalation therapy) use. Medical documentation must be in the student's medical record. Students will be responsible for their inhalers. The student's name must be on the inhaler. Students who use an inhaler may be required to have it with them to

participate in physical education class.

### **Non-Prescription Drugs**

A Medication Permission Form completed by the parent/guardian must accompany any medication that must be administered in school, including aspirin or any other over-the-counter drugs. All non-prescription drugs/over the counter medication must be stored in the nurse's office and be in their original containers. These will be dispensed by the school nurse. Vitamins, energy supplements, and energy drinks are not allowed and should not be brought to school.

Note: Failure to comply with the Prescription/Non-Prescription Drug Policy may result in disciplinary action.

### **Physical Examination for Sports**

Any student trying out for interscholastic athletic teams must secure a physical examination by his/her physician before the start of the season. A copy of a physical completed within 13 months of the tryout date is acceptable, but the record must be on file with the school nurse. The school nurse will determine if a student has met this requirement.

### **Substance Use Prevention Policy & Use of Verbal Screening**

The Substance Use Prevention Policy of the Spencer East Brookfield Regional School District aims to promote prevention and early intervention for adolescents at risk for substance use. This is accomplished by providing the mandated annual verbal screening of students for substance use disorders (Mass. General Law chapter 71, sec 97) in grade 8 and 9. The verbal screening approach is referred to as the "Screening, Brief intervention and Referral to Treatment" (SBIRT) which utilizes the evidence based CRAFFT screening tool to structure the conversation and interaction with students on the subject of substance use. Screening, Brief Intervention and Referral to Treatment is a public health approach to deliver early interventions regarding substance use. The interventions can range from positive reinforcement, for students making healthy choices, to referrals for those students at risk. The SBIRT components are:

**"S"**creening- Short, well tested questionnaire identifies risk (CRAFFT) interview.

**"B"**rief **"I"**ntervention- Short, structured conversations that feature feedback and options for change.

**"R"**eferral- For in-depth assessment and/or need for **"T"**reatment.

This screening will remain anonymous **unless there is "substantial" risk of harm**. Aggregate screening data that is deidentified is communicated to the Department of Public Health annually. The interview process is private and confidential and delivered by specially trained staff.

This is a harm prevention program. All students will receive some educational material and a resource list. Students "at risk" have referral to counseling staff and/or community resources. Results of screening are not part of the **student's health record**.

The mandated annual verbal screening will be communicated to parents, students and community in advance and will be posted on the district/school website. Participation is voluntary, student may choose not to answer any or all of the screening questions. Parents can choose to opt out of the screening **by contacting the school nurse**.

## **STUDENT SAFE LEARNING ENVIRONMENT**

All students deserve the opportunity to work and learn in an environment of mutual respect. In order to create and maintain such an environment, students must treat each other with courtesy, consideration, and appreciation. The Spencer East Brookfield community is committed to adhering to the Spencer East Brookfield policy of providing a learning environment and work atmosphere for students, employees, and visitors that is free from harassment, bullying, hazing, and intimidation. Therefore, harassment, bullying, hazing, or intimidation in all forms is prohibited in all schools.

### **Hazing and Harassment**

Every student has the right to attend this school without being threatened or intimidated by other students. If for any reason a student is threatened, harassed, or bullied at school or while on the school

bus, the student should report the incident to a teacher or the school administration. If a student observes such behavior he/she should report the incident to a teacher or the administration. Students found guilty will be punished with a detention or suspension; said individuals may also face consequences as defined by state law.

In 1985 it became illegal to practice hazing in Massachusetts public schools. “Whosoever is a principal organizer or participant in the crime of hazing...will be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.” (Acts and Resolves of Massachusetts 1985 Chapter 536). “Hazing” is defined as:

any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. [M.G.L. Chapter 269 Section 17](#)

For the full text of the [Massachusetts Hazing Law, M.G.L. Chapter 269 Section 17, Section 18, and Section 19](#) click on the links or See Appendix IV of this document, p. 41.

## **Bullying**

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the school is committed to working with students, members of school staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of this Plan. Full text and copies of reporting forms are printed in Appendix V of this handbook, 43.

**Bullying**, pursuant to M.G.L. c. 71, §37O, means 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 target that:

- (a) causes physical or emotional harm to the target or damage to the target's property;
- (b) places the target in reasonable fear of harm to himself or herself or damage to his or her property;
- (c) creates a hostile environment at school for the target;
- (d) infringes on the rights of the target at school; or
- (e) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyberbullying.

**Aggressor** means perpetrator of bullying or retaliation as defined in M.G.L. c. 71, §37O

For further definitions and terms as outlined by DESE please refer to section 49.02 on the following link: <https://www.doe.mass.edu/lawsregs/603cmr49.html?section=all>

## **STUDENT SUPPORT SERVICES**

### **School Counseling Services**

The school counselors at Knox Trail Middle School are here to provide services to all who are in need and are available for consultation with students, parents, and teachers. School counselors usually meet with individual students and/or small groups, but they may also conduct classroom guidance programs during the course of the school year. Students are encouraged and supported to pursue individualized educational and occupational interests. In addition, guidance in conjunction with clinical staff read, interpret and examine all test results to ensure that they are free from bias. All students who are limited-English proficient and/or disabled are provided adequate service delivery offered by the district.

### **Publication of Certain Student Information**

Under Department of Elementary and Secondary Education regulations, the school may release for publication certain information concerning a student. This information includes but is not limited to student's name, picture, videos, participation in officially recognized activities and sports, honors, and awards. Parents may request in writing that this information remain confidential.

The school will not release student demographic information to advertisers, recruiters, public or private schools, without written consent of the parent or guardian.

### **Library/Media Center**

- The library media center is open during the regular school day for students.
- Students are encouraged to be responsible with library books – library books should be returned on the due date and all students are responsible for lost, stolen, or damaged books.

### **Bus Transportation**

All bus students will receive a copy of the "Spencer/East Brookfield Regional School District - Bus Rules for Students" on or before the first day of school. Full text is included in Appendix VI of this handbook. Students must familiarize themselves with these rules. Failure to comply with these rules and regulations may result in disciplinary action. Depending on the nature of the infraction, this may include warnings, (as outlined in the bus transportation warning system), detentions, suspensions from the bus, etc. Requests to ride a different bus cannot be honored except in case of an emergency. If there is an emergency, parents must write a note indicating the specific reason for the bus change request. The bus coordinator must also be contacted for approval in order to obtain a bus pass.

There are two dismissal times at Knox Trail. Students boarding the first round of buses should do so immediately. Walkers, students being picked up and students on the second round of busses should remain in homeroom until the bell rings for dismissal. Students awaiting bus arrival should stay back on the sidewalk and wait until their bus stops before boarding. Walkers and parent pick-ups are dismissed at second bell which is after the first round of busses.

### **Cafeteria Expectations**

Students are expected to conduct themselves in a courteous and orderly manner. There will be no "cutting" of the line. Students are to remain seated during lunch. No food or beverages can be taken from the cafeteria. Students are expected to take their tray, dirty dishes, and trash to the cleaning area once dismissed. Students are to leave the table clean with their chair placed back in position under the table. Inappropriate cafeteria behavior (throwing food, disturbing others, etc.) may result in removal from the cafeteria and/or further disciplinary action.

### **Meal Payment Policy**

School breakfast and lunch program may be purchased on a daily, weekly, or monthly basis each Monday by presenting compensation for the week to the cashier. The School Food Service Program is a self sufficient program thus it is not financially equipped to recover the cost of lunches owed.

If a student does not have a lunch or money to purchase a lunch, a peanut butter sandwich and juice (cheese sandwich when peanut sensitive) will be given to the student for no more than three consecutive days, free of charge. If a child has received lunch for three consecutive days or has abused the policy, the cafeteria manager will notify the school principal, who will then contact or set up a meeting with the student's parent/guardian to discuss the Lunch Policy. Although we are aware of the financial burden and the hectic schedules on parents today, it is the parent/guardian's responsibility to provide a lunch or other means of payment for meals served. If the child continues to arrive at school without a lunch or sufficient means to purchase a lunch, it then will be treated as a neglect situation and a 51A report will be filed. Students may not borrow money from teachers or cafeteria staff.

If you have any questions or concerns, please do not hesitate to call Food Services Director at (508) 8858573. A copy of the Free & Reduced form is at the end of the rules.

## **Fire Drills**

Fire drills are required by the law and are held periodically. Instructions are posted in a conspicuous location in each room and corridor. When the alarm sounds, teachers will direct students to a safe area clear of the building where the students are to remain silent and remain together in class groups so teachers can account for all students. These same procedures will be followed in the event of an emergency.

## **Extracurricular Activities**

Knox Trail offers a number of extracurricular activities. All extracurricular activities are nondiscriminatory. The skills and friendships developed in these activities help build the foundation for future success. New clubs and activities are also encouraged – students need only find a sponsor for their particular interest.

Drama Club  
Boys & Girls Cross Country  
Boys & Girls Basketball  
Boys Baseball Girls Softball  
Peer Leaders Football  
Beginner's Band  
National Junior Honor Society  
Gaming Club  
Art Club  
Drama Club  
Robotics Club

## **Eligibility for Participation**

Participation in an extracurricular activity is a privilege. Students must maintain acceptable attendance, grades and behavior in order to be eligible.

- Attendance – Student attendance must be in compliance with the Mass General Laws in order to participate. Students struggling with chronic absenteeism/truancy are not eligible to participate in extra-curricular activities.

Grades – Students must pass Mathematics and English in order to be eligible. Any student with more than one F in any other subject will also be deemed ineligible. Academic eligibility will be based on interim progress reports and quarterly grades. Interim grades will determine if a student is eligible to return to participating in extracurricular activities.

- Behavior – Students will not be permitted to participate in activities if they repeatedly violate school rules. If a student receives a detention, the detention must be served before a student reports to an after-school activity. If a student receives a suspension, they are not allowed to attend any after school events (including athletics) on the day(s) of a suspension.

## **Peer Mediation**

The purpose of peer mediation is for students to resolve their differences between peers and an adult observer. Mediation is voluntary and confidential. Everything said in a mediation session will be kept private to the extent possible under the circumstances or unless it is life threatening or illegal. Students can be referred for mediation by faculty, administration, or student request.

## **Field Trips**

Educational field trips are supplemental activities in the schools and are not part of the required curriculum. The sponsoring teachers have the discretion to exclude any student from a field trip for academic or behavioral issues. Participation in after school activities is a privilege. Therefore, administration also reserves the right to deny students who are not academically satisfactory or who have had office referrals within the two weeks prior to activities, from participating. Parents will be notified if their student is not allowed to participate in a field trip.



Money is collected from the students to help defray the cost of transportation and to pay for admission when necessary. In order for a student to participate in the activity, parents must completely fill out and sign the permission slip and return it to school by the announced deadline. A CORI check is required for all trip chaperones, including parental volunteers, who have direct and unsupervised contact with the children.

### **Dances/Social Events**

Dances and social events provided for the students are open to Spencer-East Brookfield students only. Parents should provide transportation to and from the activities, students must have a ride home at the end of the event. Students must remain until the conclusion of the event unless a parent/guardian comes in to pick them up. All school rules are in effect at school functions. Participation in after school activities is a privilege. Therefore, administration reserves the right to deny students who are not academically satisfactory or who have had office referrals within the two weeks prior to activities, from participating. Students will be notified during homeroom, in writing, the day before the event. In cases where the student has a behavior referral the day of the activity, contact will be made home by telephone.

## **TECHNOLOGY**

### **Electronic Equipment**

Upon the discretion of administration, teachers may obtain permission in order to utilize technology (i.e. IPODS, cell phones or other electronic devices) during classroom time. Otherwise, technology can be disruptive to the school environment and are not allowed during school hours. Any student found in possession of an electronic device or using an electronic device during the school day will be given a warning for the first offense, as well as an after school detention. The device will be confiscated at the second offense, as well as an after school detention. The student will be given detentions for multiple offenses thereafter. In addition, a parent will be required to pick up all confiscated electronics. At the discretion of the administration, the student may be able to pick up other confiscated items at the end of the school day. Repeat offenses may result in a conference with the administration.

### **Acceptable Use Policy**

Use of the Knox Trail Middle School Network/electronic resources is a privilege and will be extended to individuals as long as the Student Network Agreement is signed and adhered to according to the rules of the Spencer/East Brookfield District Acceptable Use Policy given to each student at the start of the school year. Failure to adhere to the Acceptable Use Policy will result in the termination of this privilege and the student could face additional consequences, including the possibility of detention and/or suspension. **Refer to Appendix VIII.**

## Appendices

### APPENDIX I - Student Handbook Section 37 H; Suspension and Expulsion Sections 37H <sup>1</sup>/<sub>2</sub>, 37H <sup>3</sup>/<sub>4</sub>.

#### Publication of District Policies

We actively encourage student, parent, and community involvement in the creation and revision of school policies and procedures. Please direct any questions regarding this student handbook to the administration at 508-885-8550 or via email to the principal, or contact the members of the School Council with your concerns.

#### MASSACHUSETTS GENERAL LAWS Chapter 71, Sections 37H, 37H1/2, 37H3/4

**Section 37H.** The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

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

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

(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 his 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.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

**Section 37H1/2.** Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the 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.

#### **Section 37H3/4.**

(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 other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to reengage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(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.

## **APPENDIX II Chapter 622 and Title IX Non-Discrimination Policy**

### **General Information Access to a full range of education programs**

All students in the Spencer East Brookfield Regional School district, regardless of race, color, national background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other human differences, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C.

1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C.

12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec.

3121(c)(1)(C); Title X, Part C, Secs. 721,

722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03

The Spencer-East Brookfield Regional School District's Policy of non-discrimination will extend to students, staff, the general public and individuals with whom it does business; and will apply to race, color, national background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other human differences.

These laws are in accordance with M.G.L. c.76, s.5 and are based in the following: • Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination) • Title IX of the Education Amendments of 1972 (prohibiting sex discrimination) • Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination) • Age Discrimination Act of 1975 (prohibiting age discrimination)

- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive Federal financial assistance)

The Spencer-East Brookfield Regional School District's Civil Rights Coordinator is, Director of Pupil Services, 302 Main Street, Spencer, MA 01562. The Director of Pupil Services can be reached at (508) 8858515.

Procedure for filing a Discrimination Complaint Regarding Title VI, Title IX, and Section 504 – If you believe that you have been discriminated against because of your race, color, national background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other human differences, please file a written complaint with the Spencer-East Brookfield Regional School District Civil Rights Coordinator within 30 days of the date of the alleged discriminatory act. The district's Civil Rights Coordinator is the Director of Pupil Services, 302 Main Street, Spencer, MA 01562. Please include the following information in writing when filing a complaint:

- Your name, address and telephone number. You must sign your name. (If you are filing a complaint on someone's behalf, include your name, address, telephone number, and a statement of your relationship to the individual – e.g., spouse, attorney, friend).
- Name and address of the institution or agency you believe discriminated against you.
- How, why, and when you believe you were discriminated against. Any other relevant information.

In an effort to resolve the complaint, The Director of Pupil Services will convene a mediation session with all involved parties. If the mediation session is unable to resolve the complaint, all involved parties will meet with the Superintendent of Schools. If, after all these attempts have been made, the complaint has still not been resolved, the complainant may obtain an Office of Civil Rights (OCR) Complaint Form from the Director of Pupil Services, who will also assist the complainant in completing the form. The complaint must be filed with OCR within 180 days from the date of the alleged discriminatory act. The OCR may extend the 180-day period if good cause is shown.

Send Form To:

Office for Civil Rights (617) 565-3809 Fax U.S. Department of Health & Human Services (617) 565-1340;

JFK Federal Building – Room 1875, Boston, MA 02203 (617) 565-1343 (TDD) Any recipient of a discrimination complaint may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under the five statutes listed above.

### **APPENDIX III Special Education Referral Process**

The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

The pre-referral process is as follows for student not yet determined eligible for special education:

1. Change the amount or type of work the child is required to do;
2. Change ability levels;
3. Change reading levels;
4. Change teachers and/or classes;
5. Provide tutorial help after school;
6. Work on a behavior modification program;
7. Provide counseling services through the guidance department;
8. Parent conferences;
9. Progress reports to parents.

Initial questions regarding the pre-referral process should be directed to the building principal.

Parents may submit a formal request in writing to have the child tested for special education services at any time. A letter outlining the specific area of concern for the child may be submitted to: Director of Pupil Services, Spencer-East Brookfield Regional School District, 302 Main Street, Spencer, MA 01562.

Special Education services are provided in the following areas:

1. Behavior and Emotional Needs – Classes for students with adjustment problems and students with re-integration into the regular classroom;
2. Specific Learning Needs – Learning Disability Programs assist students needing help in learning skills through tutorial services, individualized learning help and resource rooms;
3. Generic Needs – Programs and classes for special needs children with limited intellectual ability allow students to progress at their own rate. Students focus on basic educational skills and needs while taking part in regular activities for their grade, whenever possible;
4. Vision Needs – Itinerant teachers provide the partially sighted or blind child with special aids and instruction that the child need to adapt to the visual limitations and increase participation in regular classrooms.
5. Auditory Needs – Teachers help students with hearing loss to acquire needed communication and language skills so that they can function in the regular classroom whenever possible.
6. Speech & Language Needs – Speech services are available to those with various impediments and difficulties in speech. Itinerant teachers plan individual programs using a multi-sensory approach.
7. Mobility & Orientation Needs – Physical and Occupational therapy programs are for those physically handicapped who need services in specific functional areas such as the development and use of limbs and muscles for schoolwork now and actual work in the future.
8. Inclusion Services – Services for those children in the school who require need extra help in various subjects in the classroom/least restrictive environment during the school day;
9. Pre-school Programs for the Multiple Impaired – Prepare the child for the school experience by emphasizing readiness skills in specific areas of learning and physical needs;
9. Alternative Programs – Redefine the school experience, combining academic work with prevocational training for students with different educational needs;
0. Adjustment counseling – Students experiencing behavioral, social, or other adjustment problems may receive counseling from a certified adjustment counselor.



## **APPENDIX IV Hazing**

### **Massachusetts Hazing Law Commonwealth of Massachusetts General Laws 269:17, 18, 19**

**Section 17. HAZING: ORGANIZING OR PARTICIPATING: HAZING DEFINED.** Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

### **Section 18. FAILURE TO REPORT HAZING.**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

### **Section 19. COPIES OF SECS. 17 TO 19, ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS, REPORT.**

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## APPENDIX V Bullying

### Spencer East Brookfield Regional School District Bullying Prevention and Intervention Plan

#### I. Leadership

School leaders have a primary role in teaching students to be civil to one another by promoting an understanding of – and respect for – diversity and difference. School leadership is a shared responsibility and all school leaders are responsible for setting priorities and for staying up to date with current research on ways to effectively prevent and respond to bullying.

- A. Public Involvement:** Massachusetts General Law Chapter 71 Section 370 requires each school's Bullying Prevention and Intervention Plan be developed in consultation with a variety of stakeholders including, but not limited to, teachers, administrators, school staff, parents, and students. The following individuals share this responsibility:

Principal and Assistant Principal  
Guidance Counselor  
Student Support Team – Administration, Guidance Counselor, School Nurse,  
Adjustment Counselor(s), Special Education Staff, and School/District Psychologist School  
Council  
Faculty supervisors of Peer Mediation  
Parent Teacher Organization  
Professional Development Committee

- B. Assessing needs and resources:** The school leaders will assess the adequacy of the current programs; review current policies and procedures; review all available data on bullying and behavioral incidents, and continue to assess all resources including curricula, training programs, and behavioral health services.

- The Student Support Team and the School Council will assess the adequacy of current programs, review current policies and procedures, and review available data on bullying and behavioral incidents to reveal patterns of behavior and areas of concern. When patterns and areas of concern are prevalent, the School Improvement Plan will be revised to provide prevention and intervention strategies through age-appropriate curricula and in school counseling, group treatment, mediation and other school support services.
- The Student Support Team will collect and analyze data on the prevalence and characteristics of bullying. The Student Support team will also conduct annual staff, student, and parent surveys to assess school safety and climate.
- The Student Support Team will administer a student survey developed by the Department of Elementary and Secondary Education every four years to assess school climate and the prevalence, nature and severity of bullying in schools. The results will be used to assess the effectiveness of bullying prevention curricula and instruction required by law.
- The Professional Development Committee, in partnership with the Student Support team, will review curricula, training programs, and behavioral health services available to the school. The committee will keep a record of the bullying prevention and intervention curricula delivered within the building, and coordinate professional development for the entire staff.

Where necessary and appropriate, both the Student Support Team and Professional Development Committee will partner with parents and outside agencies including You Inc., Community Health Link, the District

Attorney's office, the Department of Children and Families, the Massachusetts Aggression Reduction Center, and other social service agencies to meet the needs of the building.

**C. Planning and Oversight:** The following stakeholders will be responsible for the following tasks within the plan:

1. Administration and Guidance will be responsible for handling all complaints of bullying. All bullying incidents must be reported to the Principal, Assistant Principal or Guidance Counselor.
2. The Student Support Team and the School Council will collect and analyze building and/or school wide data on bullying to assess the extent of the problem and to measure outcomes. When necessary and appropriate, these two groups will make recommendations to amend the School Improvement Plan.
3. Administration and Guidance will record and track all incident reports and have access to all information related to targets and aggressors.
4. The Professional Development Committee and the Administration will plan for ongoing professional development and supervise the curricula of the school.  
Administration will arrange for the District Attorney's office to provide all staff with bullying prevention and intervention training annually. The committee will also review and approve readings and discussion topics within the ELA curriculum and evidenced-based lessons within the Physical Health and Education curriculum to specifically address bullying prevention.
5. The Student Support Team will plan supports that respond to the needs of targets and aggressors.
6. Administration and the School Council will work to choose and implement curricula that the school or district will use. In addition, trained peer mediation supervisors will provide training to students on bullying prevention, mediation, and peer leadership. In addition, these trained peer mediation supervisors will choose a group of students and train them in conflict mediation and bullying prevention, and the student support team will meet weekly to review all student concerns, prevention, and intervention planning.
7. The Student Support Team, the Parent Teacher Organization, and the School Council will review all policies and protocols relating to the plan.
8. Administration will conduct an annual review of student and staff handbooks and codes of conduct and amend these documents in accordance with data supported recommendations and Massachusetts General Laws.
9. Administration, Guidance Counselor, and the Student Support Team will engage families through annual surveys and through the provision of informational materials. All parents will be invited to attend a bullying prevention training provided by the District Attorney's office.
10. Administration, the Student Support Team, and the School Council will annually review and update the Plan.

**D. Priority Statement:** All students deserve the opportunity to work and learn in an environment of mutual respect. In order to create and maintain such an environment, students must treat each other with courtesy, consideration, and appreciation. The Spencer East Brookfield community is committed to adhering to the Spencer East Brookfield policy of providing a learning environment and work atmosphere for students, employees, and visitors that is free from harassment, bullying, hazing, and intimidation. Therefore, harassment, bullying, hazing, or intimidation in all forms is prohibited in all schools and will not be tolerated.

We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, interventions, and parent/guardian involvement.

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

We understand that members of certain student groups may be more vulnerable to becoming 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, or 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. The District takes specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

## **II. Training and Professional Development**

**A. Training and responsibilities:** Annual training for all school staff will occur no later than October 30th of each school year. The Professional Development Committee will facilitate this training, and is responsible for informing the staff of the following responsibilities:

- Teachers will immediately report to the Principal, Assistant Principal, or Guidance Counselor any incident that meets the criteria for bullying as outlined in M.G.L. c. 71, § 37O.
- ELA and Health and Physical Education teachers will work with the Professional Development Committee and other instructional departments to develop and implement bullying prevention curricula and activities.
- All staff will use the curricular resources available through the Massachusetts Aggression Reduction Center to guide their work.
- Staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- Each year, at least one member of the Professional Development Committee will attend a seminar or workshop on current practices in the field of bullying prevention and intervention and share these findings with the Committee.
- Section IV of Policies and Procedures describes the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation.

**B. Ongoing professional development:** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. 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:

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

Information on the incidence and nature of cyberbullying; and  
(vi) Internet safety issues as they relate to cyberbullying.

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

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

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

**C. Written notice to staff:** Schools will provide all staff with an annual written notice of the Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the code of conduct.

**III. Access to Resources and Services:** A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The following plan has been put in place to assist in this area:

**A. Identifying Resources:** Students and staff who, by legal definition, have met the criteria for needing services as a target or aggressor will immediately receive support and corrective action as outlined in the school policy prohibiting harassment and bullying. Student specific services are outlined under the Counseling and other services section below.

**B. Counseling and other services:** Assessment of need will be initially determined by Guidance or Administration. Where necessary and appropriate, consultation with the Student Support Team will also occur. Both teams may implement any or all of the following possible interventions:

- School Based Counseling from any or all of the following members of the Student Support Team (Guidance, School adjustment Counselor, School psychologist, Assistant Principal, C.H.L. clinician).
- School Based Psycho-Educational Group programs provided by a member of the Student Support Team
- Peer Mediation provided by trained peer and staff mediators.
- In addition to appropriate consequences, a Restorative Justice/Practices conference may be convened for the purpose of:
  - (i.) Restoring relationships that have been negatively impacted;
  - (ii.) Holding people accountable for their misbehavior; and;
  - (iii.) Preserving the dignity of all parties.

These conferences will be chaired and conducted by the Conflict Mediation Advisor(s), the Guidance Counselor, and/or the School Psychologist.

- Safety Planning and Assessments for targets and aggressors provided by the School Psychologist, Assistant Principal, Guidance, Adjustment Counselor, or Positive Strategies Program Instructor.
- Early Intervention Assessment and Planning including Functional Behavioral Assessments and Behavior Intervention Planning provided by the Special Education Staff, the Guidance Counselor, and the School Psychologist.
- Partnership with – and referrals to – You Inc., Community Health Link, Department of Children and Families and other related agencies through the Student Support Team.
- Partnership with Children’s Behavioral Health Initiative (C.B.H.I.) and the Mobile Crisis Team for Medicaid specific students. Referrals provided by any member of the Student Support Team.
- Any other services identified by the Student Support Team as needed.

**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 the student may participate in – or is vulnerable to – bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

**D. Referral to Outside Services:** Students who have been identified in need of services beyond the scope of what the school can provide will be referred to an outside agency for services and interventions.

#### **IV. Academic and Non- Academic Activities**

**A. Specific bullying prevention approaches:** Bullying prevention curricula will be informed by current research based on the Massachusetts Aggression Reduction Center model and will emphasize the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students’ skills for engaging in healthy relationships and respectful communications • Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. Administration and staff will review the plan with students annually, and this review will occur no later than the end of the first quarter of school. To date, students in all schools received training on various dates provided by the District Attorney’s office, the first of which occurred on September 22, 2011.

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

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;

- Using appropriate and positive responses and reinforcement, even when students require discipline; • Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors; • Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

### **I. Policy Prohibiting Peer Harassment and Bullying**

**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 any instance of bullying or retaliation the staff member becomes aware of or witnesses. This includes reports of bullying by other students, staff, or administrators. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously by....The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,<sup>1</sup>a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting

acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

#### **1. Reporting by Staff**

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

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

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

principal or designee.

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

### **1. Safety**

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.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

**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 will contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the 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 under the circumstances.

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is



strictly prohibited and will result in disciplinary action.

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

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

**D. Determinations:** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what 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 aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

## **E. Responses to Bullying:**

### **1. Teaching Appropriate Behavior through Skills-building**

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

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

### **2. Taking Disciplinary Action**

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

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

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

### **3. Promoting Safety for the Target and Others**

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

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

## **VI. COLLABORATION WITH FAMILIES**

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

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the District may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information on filing a complaint through PRS can be found at: <https://www.doe.mass.edu/prs/intake/default.html>. Emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu). Individuals can call 781-338-3700. Hard copies of this information is also available at Pupil Services at SEBRSD.

## **VIII. PROHIBITION AGAINST BULLYING AND RETALIATION**

**Acts of bullying, which include cyberbullying, is prohibited:**

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the

- use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

## **VIII. DEFINITIONS**

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property;

- (ii) places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- ( ) materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or any electronic communication, including 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, email, instant messages, internet communications, text messages, facsimile communications and Internet postings. Cyber-bullying also includes the creation of a web page or blog where the creator assumes the identity of another, or the knowing impersonation of another as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in the definition of "Bullying" from (i) through (v). Cyber-bullying is also the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium accessible by one or more persons where the distribution or posting creates any of the conditions listed in the definition of "Bullying" from (i) through (v). See M.G.L. c. 71, § 37O for the full legal definition of cyberbullying.

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

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

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

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

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person will 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, gender identity, 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 37H<sup>1/2</sup>, 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.

## BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM



# KTMS Bullying Incident Reporting Form

*\*Adapted from DESE Appendix A Sample Form*

1. Name of Reporter/Person Filing the Report: \_\_\_\_\_  
*This line may be left blank if an anonymous report is being made*  
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

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

3. Check whether you are a: ☐ Student ☐ Staff member (specify role): \_\_\_\_\_  
☐ Parent ☐ Administrator ☐ Other (specify): \_\_\_\_\_

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

4. If student, state your school: **Knox Trail Middle School** Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_

6. Information about the Incident:

Name of Target (of behavior): \_\_\_\_\_

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

Date(s) of Incident(s): \_\_\_\_\_

Time When Incident(s) Occurred: \_\_\_\_\_

Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

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

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other: \_\_\_\_\_

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other: \_\_\_\_\_

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other: \_\_\_\_\_



## KTMS Bullying Incident Reporting Form

*\*Adapted from DESE Appendix A Sample Form*

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

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

**10: Form Given to:**  **Position:**  **Date:**

## **APPENDIX VI SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT BUS RULES FOR STUDENTS**

### **WAITING FOR BUS**

Students must be waiting at assigned bus stops. Students should arrive at the bus stop at least five minutes before the school bus arrives. **STUDENTS WAIT FOR BUS. BUSES DO NOT WAIT FOR STUDENTS!** Parents/Guardians are responsible for children at bus stops; not the school or bus company. Children should never run after the school bus to try to catch it if they miss their ride.

As the school bus is approaching the bus stop you should wait ten (10) feet back from the road. Do not approach the bus until it has stopped and the driver has opened the door. Bus drivers are to stop only at designated stops and are **NOT** to wait for students.

### **LOADING AND LEAVING BUS**

If you must cross the street to board the bus, you should always cross **IN FRONT** of the school bus only after making eye contact with the driver. You should walk at least ten (10) feet in front of the bus so the driver can see you at all times. **IF YOU DROP SOMETHING NEAR OR UNDER THE SCHOOL BUS, NEVER ATTEMPT TO PICK IT UP. LET THE DRIVER KNOW AND THE DRIVER WILL TAKE CARE OF IT.**

**PLEASE NOTE:** Kindergarten students must be met by a parent/guardian in the afternoon or they will not be let off the bus. If a kindergarten students' parent/guardian is not at assigned bus stop, the child will be returned to school, after the bus route is complete. It will be the responsibility of the parent/guardian to pick their child up at school at the after-school program.

### **IMPORTANT TO REMEMBER**

**Stay out of the danger zones – around the bus**

**Always stay at least 10 feet from the school bus**

**Once inside the school bus, take a seat as quickly as possible and put your belongings on your lap**

**A school bus cannot be put into motion until all students are seated and orderly**

**Listen carefully and obey all directions from the driver**

**You must wait until the school bus comes to a complete stop before standing up to get off**

### **RIDING THE BUS.**

- There will be no eating and/or drinking on the bus.
- Do not throw anything on or at the bus.
- Do not extend arms or heads out of the bus. Extending arms and heads out of the bus is very dangerous. • Do NOT change seats. Sit in the seat facing forward with personal belongings on your lap. • Drivers can, and are advised to assign seats.
- No SMOKING – Smoking on a school bus is prohibited and **WILL** result in losing your riding privilege. • No swearing – inappropriate language will not be tolerated.
- Do not bring anything on the bus that does not fit on your lap.
- No large musical instruments.
- Back packs are to be removed from back and placed on your lap. Back packs on wheels must be picked up and carried to your seat; then placed on your lap. DO NOT WHEEL down aisle or up steps. • No animals - pets, insects (for show and tell), ant farms (science projects), etc.

The driver of any school bus is responsible for the orderly conduct of the students transported. Disorderly conduct or refusal to obey the driver is reason to be denied transportation.

## **BUS TRANSPORTATION – WARNING SYSTEM**

Any students who violate the rules on the bus will receive a BUS TRANSPORTATION WARNING. This must be signed by the parent/guardian and returned to the driver when the student boards the bus the following day. The driver will then submit a copy to the principal, return a copy to the student and keep a copy on the bus.

If a student violates the bus rules for a second time, the driver will report the incident in writing to the Principal. The SECOND BUS TRANSPORTATION WARNING will be issued by the Principal. A second violation will result in a three-day suspension from the bus.

A third violation will result in a meeting of the Principal, the Superintendent, the student, his/her parents/guardian, and a representative of management from the school bus company. If charges against the student are found to be true, the Superintendent will determine a length of time for bus suspension. In such a case, it will be the responsibility of the parent/guardian to provide transportation to school.

## **BUS PASSES**

Students will go home on the bus they are assigned to, and will get off the bus at their assigned stop. Parents requesting any change, must contact the bus company and send a note from home to the school office. The school will then issue a “bus pass” to be given to the bus driver with instructions for that student for the day. ALL BUS PASSES will be signed by the Principal.

Examples of reasons that WILL BE CONSIDERED for approval: after school work (Big Y, McDonalds, Klems, etc.) A babysitter bus route change will only be allowed if for five (5) days per week, and other situation deemed an EMERGENCY BY THE SCHOOL.

Reasons that ARE NOT CONSIDERED ACCEPTABLE would be a bus trip to brownies, cub scouts, birthday parties, to a friend’s house after school, etc.

If a child changes residence during the school year, he/she may need to be assigned to a different bus. Buses will not be rerouted to accommodate residential changes.

It is in the best interest of everyone (driver, student, parent and school) that each student behaves on the bus. We should all work together toward that end. PLEASE remember that SAFETY is our #1 concern.

We would appreciate it if you would save these rules and review them periodically.



## APPENDIX VII Massachusetts RMV Rules for Vehicle Idling

### 540 CMR: REGISTRY OF MOTOR VEHICLES

#### 540 CMR 27.00: REGULATION OF MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

##### Section

27.01: Scope and Applicability

27.02: Definitions

27.03: General Restrictions

27.04: Exemptions

27.05: Signage

27.06: Training of School Bus Drivers

27.07: Penalties

27.08: Enforcement

##### 27.01: Scope and Applicability

540 CMR 27.00 is adopted by the Registrar of Motor Vehicles pursuant to the authority of M.G.L. c. 90, § 16B. 540 CMR 27.00 governs the operation and idling of all motor vehicles on school grounds. The purpose of 540 CMR 27.00 is to restrict unnecessary idling time and to govern the time during which a motor vehicle can idle on school grounds, in order to improve and protect school campus air quality. Enforcement of 540 CMR 27.00 is to be undertaken by local law enforcement authorities.

##### 27.02: Definitions

In addition to the definitions contained in M.G.L. c. 90, § 1, the following definitions will also apply. School Grounds. For the purposes of 540 CMR 27.00, school grounds will mean in, on or within 100 feet of the real property comprising a public or private accredited preschool, accredited Head Start facility, elementary, vocational or secondary school whether or not in session, and will include any athletic field or facility and any playground used for school purposes or functions which are owned by a municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility, or playground.

##### 27.03: General Restrictions

(1) No motor vehicle operator will cause or allow the engine of any motor vehicle operated by him or her on school grounds to idle unnecessarily, except under the conditions described in 540 CMR 27.04: Exemptions.

(2) A motor vehicle operator will not idle a motor vehicle within 100 feet from a known and active school air intake system, unless the school has determined that alternative locations block traffic, impair student safety or are not cost effective. Reasonable efforts should be made by schools to identify by signage all such known and active air intake systems.

##### 27.04: Exemptions

540 CMR 27.04 does not apply for the period or periods during which idling is necessary under the following circumstances:

###### (a) Traffic Conditions.

1. For traffic conditions over which the driver has no control; or
2. For an official traffic control device or signal; or
3. At the direction of a uniformed police officer or a person authorized to direct traffic. (b) Queuing at a School.

1. Where the physical configuration of a school requires a queue of vehicles for the sequential discharge or pickup of students, and the queue of vehicles is actively engaged in the discharge or pickup of students.

27.04: continued

(e) Turbo-charged Diesel Engine Cool Down or Warm Up. When the manufacturer's specifications require idling the engine, to cool down or warm up a turbo-charged diesel engine. Documentation of this requirement will be kept in the vehicle at all times.

###### (f) Cold/Hot Weather - School Buses.

1. If the interior temperature of any school bus is less than 35° F, then idling is allowed to heat the interior of the school bus for a period or periods

aggregating not more than three minutes in any 15-minute period during which the school bus is waiting to accept or discharge passengers; or

2. If the interior temperature of any school bus is greater than 80° F and it is not practical or possible to open the windows or to park in a shaded area, and the school bus is equipped with air conditioning, then idling is allowed to cool the interior of the motor vehicle for a period or periods aggregating not more than three minutes in any 15 minute period during which the school bus is waiting to accept or discharge passengers.

(g) Cold/Hot Weather - Motor Vehicles Other Than School Buses.

1. If the exterior temperature is less than 35° F, then idling is allowed to heat the interior of any motor vehicle other than a school bus for a period or periods aggregating not more than one minute in any 15-minute period during which the motor vehicle is waiting to accept or discharge passengers; or 27.06: Training of School Bus Drivers

(1) The Registry of Motor Vehicles will notify, during the annual school bus driver certification process required by M.G.L. c. 90, all individuals certified and endorsed to be school bus operators of the requirements of M.G.L. c. 90, § 16B and 540 CMR 27.00 relative to idling on school grounds and of the consequences of not complying with those requirements.

(2) School bus companies within the Commonwealth of Massachusetts will ensure that each school bus driver employed by them, upon employment and at least once per year thereafter, is informed of the requirements of M.G.L. c. 90, § 16B and 540 CMR 27.00 relative to idling on school grounds and of the consequences of not complying with those requirements.

2. If the exterior temperature is greater than 80° F and it is not practical or possible to open the windows or to park in a shaded area, and the vehicle is equipped with air conditioning, then idling is allowed to cool the interior of the motor vehicle other than a school bus for a period or periods aggregating not more than one minute in any 15 minute period during which the motor vehicle is waiting to accept or discharge passengers.

(f) Safety and Emergencies.

1. To ascertain that the school bus or other commercial vehicle is in safe operating condition and equipped as required by all provisions of law, and all equipment is in good working order, either as part of the driver's daily vehicle inspection, or as otherwise needed; or

2. To operate the flashing signal lamps and/or stop signal arm devices required by law where the operation of those devices cannot be undertaken by battery power alone; or 3. To operate defrosters, or other equipment to ensure the safe operation of the vehicle, or as otherwise required by federal or state motor carrier safety regulations, or other local requirements; or

4. To operate a heater or an air conditioner for only the period necessary to ensure a reasonable interior temperature in a vehicle that has, or will have, one or more children aboard with temperature sensitive disabilities; or.

5. To operate a lift or other piece of equipment designed to ensure safe loading, unloading, or transport of persons with one or more disabilities; or

6. Use of school bus as an emergency vehicle. (g) Maintenance of Operations.

1. For testing, servicing, repairing, or diagnostic purposes; or 2. To recharge a battery or other energy storage unit of a hybrid electric bus.

27.05: Signage

Each public or private accredited preschool, accredited Head Start facility, elementary, vocational, secondary school, school district or municipality will erect and maintain in a conspicuous location on school grounds "NO IDLING" permanent signage as described below. All such signage will be sized and contain appropriately sized font so as to be visible from a distance of 50 feet.

NO IDLING.

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500  
FOR SECOND AND SUBSEQUENT OFFENSES  
M.G.L. C. 90, § 16B and 540 CMR 27.00

27.07: Penalties

An operator or owner of a motor vehicle who violates the provisions of M.G.L. c. 90, § 16B or the regulations promulgated thereunder at 540 CMR 27.00 will be subject to a civil assessment as follows:

- (a) A penalty of \$100 for the first offense; or
- (b) A penalty of \$500 for the second offense, and any subsequent offenses.

27.08: Enforcement

The prohibitions of M.G.L. c. 90, § 16B will be enforced by state or local law enforcement agencies.

REGULATORY AUTHORITY

540 CMR 27.00: M.G.L. c.90, § 16B.

8/21/09 540 CMR – 137

## APPENDIX VIII SEBRSD Responsible Use Policy for Technology

Acceptable uses of school resources are activities that support teaching and learning at the Spencer East Brookfield Regional Schools [SEBRSD]. For this reason, district-owned and personal electronic devices present in the public-school setting may be used solely for educational purposes and with the consent of district staff members in accordance with the district's *Empowered Digital Use Policy (IUNDB)*. Unauthorized or irresponsible use of technology may result in disciplinary and/or legal actions. Parent/Guardian permission is required for all users under the age of 18. Electronic technology access is a privilege, not a right. Users and Parents/Guardians will honor this signed agreement. The district is not responsible for the actions of users who violate this policy. Assume no personal privacy when using any district-owned electronic technology whether on or off school grounds. The district maintains the right and ability to monitor all devices, network and email usage on school grounds and/or school equipment and may do so either during routine maintenance or when requested by an investigating authority. All email is considered public record. Users and/or parent/guardian will indemnify the district for any consequences caused by the inappropriate use of equipment or the network. Users of SEBRSD electronic technologies are also expected to comply with all the same rules, good manners, codes of conduct, and guidelines that are used with other daily school activities, as well as with all laws and regulations. Violations may result in a user's account being restricted or terminated, disciplinary action, suspension or expulsion from school, and/or legal action as determined by authorities.

All users of SEBRSD electronic technologies are required to be responsible users. Responsible users:

- Do not communicate or post information that, if acted upon, could cause damage, danger, or disruption to the educational process and/or violates school rules or codes of conduct.
- Do not abuse network resources; including but not limited to, sending chain letters, spamming, spoofing or unauthorized streaming.
- Do not use the SEBRSD network or equipment for commercial purposes, including offering, providing or purchasing products/services or by conducting political action/activism through the network (except for educational purposes).
- Do not misuse or disrupt any SEBRSD equipment, destroy data, or breach the security of devices or the district network.
- Do not use SEBRSD equipment/network/credentials to send, post or view communications that may be deemed by a reasonable person as abusive, obscene, sexually oriented, threatening, harassing, bullying, violent, damaging to another's reputation, or illegal.
- Follow copyright rules for the distribution/use of any copyrighted materials including software and information.
- Do not share or give out personal information about others, such as names, addresses, telephone numbers, passwords, or any other personal information. Do not provide your own personal information, except when used for approved educational or career exploration purposes.
- Do not use proxy websites, unauthorized VPN's, or network circumventing technologies.
- Do not use social networking websites; including, but not limited to Instagram, Facebook, Instagram, Twitter, ... etc. except as authorized by school or district administrators for educational purposes.
- Post information respectfully and responsibly. Messages posted to authorized sites / applications in violation of any policy can be removed by an authority of SEBRSD. Misuse of posting rights may result in termination of posting / publishing rights.
- Do not begin or engage in non-academic or unauthorized online relationships with anyone. Never agree to meet with a person or persons met online.
- Promptly disclose to a teacher or other school employee when any communication seen, heard or otherwise received or observed is inappropriate or might cause a reasonable person to feel uncomfortable.
- Report inappropriate use of or damage to technology immediately.
- Do not attempt to gain illegal or inappropriate access to the network or electronic devices.
- Do not relocate hardware or peripherals (except for portable devices) without authorized consent from technology staff.
- May, for academic purposes when authorized by district or school staff, digitally record, store and share appropriate educational content that complies with all aspects of responsible use.

The particular consequence for violations of this policy shall be determined by school and/or district administrators. The Superintendent or Designee shall determine when school expulsion and/or legal action by authorities are the appropriate course of action.

**SPENCER EAST BROOKFIELD REGIONAL SCHOOL DISTRICT RESPONSIBLE USE POLICY  
TECHNOLOGY USER CONTRACT**

I agree to abide by the expectations, guidelines and rules set forth in the Spencer East Brookfield Regional School Districts' Responsible Use Policy and to all applicable local, state and federal laws and regulations. I understand that failure to abide may subject me to negative consequences, disciplinary actions, and/or the filing of civil or criminal complaints against me. I understand that consequences limiting or denying my access to electronic devices and/or network technologies may severely limit my access to digital learning materials and activities.

User's Name:

School:

Date:

Signature: \_\_\_\_\_

[Signature of parent / guardian required for minors younger than 18 years old]

**For school use only:**

Student ID

Number: