

# NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT



## 2023 - 2024 ELEMENTARY SCHOOL HANDBOOK

**Should you need this information translated, please contact the principal of your child's school.**

En caso de necesitar esta información traducida, por favor comuníquese con el director de la escuela de su hijo. 如果您需要翻譯此資訊,請與您孩子的校長聯繫

Rúguǒ nín xūyào zhèxiē xīnxi fānyì, qǐng liánxi nín háizi de xuéxiào de xiàozhǎng.

**The North Middlesex Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, national origin, sex, religion, gender identity, sexual orientation, disability, homelessness, or age.**

***School District Policy:***

***Over the course of the school year, District policies may be revised or new policies created. When this occurs, the revised or new policy automatically goes into effect. District policies can be found at the School Committee tab - <https://www.nmrsl.org/policies>.***

***NMRSD reserves the right to implement guidelines from the Department of Public Health and the Department of Elementary & Secondary Education at any time.***

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**NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT  
ASHBY - PEPPERELL - TOWNSEND, MASSACHUSETTS**

**2023 – 2024 SCHOOL COMMITTEE MEMBERS**

| <u>FIRST</u>                   | <u>LAST</u>                     | <u>POSITION</u>                   | <u>MEMBER</u>                    | <u>TERM EXPIRES</u>         | <u>TOWN</u>                      | <u>DISTRICT EMAIL</u>   |
|--------------------------------|---------------------------------|-----------------------------------|----------------------------------|-----------------------------|----------------------------------|---|
| <a href="#"><u>Jessica</u></a> | <a href="#"><u>Funaiole</u></a> | <a href="#"><u>Member</u></a>     | <a href="#"><u>Townsend</u></a>  | <a href="#"><u>2024</u></a> | <a href="#"><u>Townsend</u></a>  | <a href="mailto:jfunaiole@nmrsd.org"><u>jfunaiole@nmrsd.org</u></a> |
| <a href="#"><u>Craig</u></a>   | <a href="#"><u>Hansen</u></a>   | <a href="#"><u>Chair</u></a>      | <a href="#"><u>Pepperell</u></a> | <a href="#"><u>2024</u></a> | <a href="#"><u>Pepperell</u></a> | <a href="mailto:chansen@nmrsd.org"><u>chansen@nmrsd.org</u></a>     |
| <a href="#"><u>David</u></a>   | <a href="#"><u>Carney</u></a>   | <a href="#"><u>Pepperell</u></a>  | <a href="#"><u>Pepperell</u></a> | <a href="#"><u>2024</u></a> | <a href="#"><u>Pepperell</u></a> | <a href="mailto:dcarney@nmrsd.org"><u>dcarney@nmrsd.org</u></a>     |
| <a href="#"><u>Susan</u></a>   | <a href="#"><u>Robbins</u></a>  | <a href="#"><u>Member</u></a>     | <a href="#"><u>Townsend</u></a>  | <a href="#"><u>2025</u></a> | <a href="#"><u>Townsend</u></a>  | <a href="mailto:srobbins@nmrsd.org"><u>srobbins@nmrsd.org</u></a>   |
| <a href="#"><u>Thomas</u></a>  | <a href="#"><u>Casey</u></a>    | <a href="#"><u>Pepperell</u></a>  | <a href="#"><u>Pepperell</u></a> | <a href="#"><u>2025</u></a> | <a href="#"><u>Pepperell</u></a> | <a href="mailto:tcasey@nmrsd.org"><u>tcasey@nmrsd.org</u></a>       |
| <a href="#"><u>June</u></a>    | <a href="#"><u>McNeil</u></a>   | <a href="#"><u>Vice Chair</u></a> | <a href="#"><u>Ashby</u></a>     | <a href="#"><u>2025</u></a> | <a href="#"><u>Ashby</u></a>     | <a href="mailto:jmcneil@nmrsd.org"><u>jmcneil@nmrsd.org</u></a>     |
| <a href="#"><u>Lisa</u></a>    | <a href="#"><u>Martin</u></a>   | <a href="#"><u>Member</u></a>     | <a href="#"><u>At-Large</u></a>  | <a href="#"><u>2026</u></a> | <a href="#"><u>At Large</u></a>  | <a href="mailto:lmartin@nmrsd.org"><u>lmartin@nmrsd.org</u></a>     |
| <a href="#"><u>Randee</u></a>  | <a href="#"><u>Rusch</u></a>    | <a href="#"><u>Member</u></a>     | <a href="#"><u>At-Large</u></a>  | <a href="#"><u>2026</u></a> | <a href="#"><u>At Large</u></a>  | <a href="mailto:rrusch@nmrsd.org"><u>rrusch@nmrsd.org</u></a>       |
| <a href="#"><u>Lisa</u></a>    | <a href="#"><u>Bloom</u></a>    | <a href="#"><u>Member</u></a>     | <a href="#"><u>At-Large</u></a>  | <a href="#"><u>2026</u></a> | <a href="#"><u>At Large</u></a>  | <a href="mailto:lbloom@nmrsd.org"><u>lbloom@nmrsd.org</u></a>       |

**District Office Administration - 978-597-8713**

Mr. Brad Morgan, Superintendent of Schools

Mr. Gary Burboa-Reese, Assistant Superintendent of Schools

Mr. Brad Brooks, Director of Special Education

**504 Coordinators**

Special Education Director (978) 597-8713 X1501

**Coordinators for the Homeless**

Special Education Director (978) 597-8713 X1501

**Title VI**

Assistant Superintendent (978) 597-8713 X1301

**Title IX**

Assistant Superintendent (978) 597-8713 X1301

Director of Human Resources (978) 587-8713 X 1601

**DISTRICT COMMITTEES**

The following district committees have been developed over the years as vehicles to develop communication. They include Superintendent Parent Advisory Committee, Special Education Advisory Committee, School Councils, and numerous building and district curriculum committees. For further information, please contact the principal's office.

## WELCOME LETTER

To All Our Students and Families

Welcome to the North Middlesex Regional School District. We encourage you to use this handbook, which provides important guidelines for our elementary schools and the North Middlesex Regional School District. Becoming familiar with procedures and district policies will assist you in making informed decisions.

The towns of Ashby, Townsend, and Pepperell have elementary schools that provide a quality education for kindergarten through grade four students. These three schools work together to ensure a consistent, unified elementary experience and preparation for our middle school(s) and, eventually, for the North Middlesex Regional High School.

The mission of our District is to: provide a comprehensive educational experience focused on students becoming contributing members of society. Our schools encourage all students to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in partnership with caregivers and our three communities to create an engaging learning experience. Our students will have opportunities to inspire, explore, discover, and create.

As part of our goal for frequent communication from our schools to your home, we encourage you to utilize our online tools. Two valuable sources for information are the NMRSD website (<http://www.nmrtd.org/>) and the websites for our schools: Ashby Elementary School (<http://aes.nmrtd.org/>), Spaulding Memorial School (<http://sms.nmrtd.org/>) and Varum Brook Elementary School (<http://vbes.nmrtd.org/>). During the school year, notices and newsletters will be sent home regularly or made available electronically to support our ongoing commitment to communication.

We look forward to your involvement in our school!

Sincerely,

Anne Cromwell-Gapp, Ashby Elementary School Principal  
Kate Guziejka, Spaulding Memorial School Principal  
Megan Branco and Ami Dolan, Varum Brook Elementary School Co-Principals



## **NMRSD VISION STATEMENT**

We are NM: A safe, inclusive, student-centered community of persevering and empowered learners.

## **ELEMENTARY SCHOOLS' MISSION**

At NM, we are committed to creating a diverse learning environment where students are provided a meaningful education through academic, social, and emotional learning experiences. Together with parents, caregivers and the community, students are encouraged to ignite and embrace their individual potential to find success within NM and beyond.

## **ABSENCE LINE PROCEDURE**

If your child will be absent from school, please call **your school's absence line** before 9:00 AM and leave a short message including your child's name and grade. For example, "Sue Smith, grade two, will be out today. She has a bad cold." You must call every day your child is absent unless you specify the exact dates your child will be out. For example, "Sue Smith, grade two, will be out from November 1st through the 10th. She has a broken leg."

Each day the absentee list is compared with the recorded messages left by caregivers. If you do not call when your child is absent or tardy, you will be called at the telephone numbers you provide.

You should call if your child will be tardy as the child is considered absent until they reach school.

Please know the phone line operates 24 hours a day, so you may call it whenever your child is absent or tardy.

## **ABSENCES**

If a student has excessive absences, the caregiver will be contacted by phone call and then by letter, and a copy of the letter will be included in the student's file. Pupil absence notices to caregivers, and pupil absence meetings with caregivers will be conducted in accordance with the requirements of M.G.L. c. 76, § 1B.

Children are required by law to be in school during the hours that school is in session. Upon returning to school after any absence, the student must present a note of explanation by the caregiver to the teacher. Please notify the nurse of any contagious illnesses, i.e., chicken pox, strep throat, etc.

**Excused Absence:** The following types of absences are considered to be excused as long as proper documentation is submitted:

- Death in the family (caregiver, sibling, grandparent, aunt, uncle, niece, nephew, cousin)
- Professional health appointment (with a note from practitioner)
- Chronic Illness (documented by a physician)
- Dismissal from school nurse prior day with illness requiring 24 hours at home
- Religious holiday (with a note from caregiver/guardian specifying the holiday)
- Legal appointment or court proceeding (must provide proof of appointment/proceeding signed by legal/court representative)
- Two (2) college visits per year with verification from the college (for high school students only)
- Extenuating circumstances as determined by the principal or their designee

## **ACADEMIC ENVIRONMENT**

The policies contained within this School Student Handbook shall apply to a student's participation in all academic environments, including, but not limited to, in-person classes, distance/remote learning instruction, and environments that combine in-person and distance learning (hybrid) instruction. Students are responsible for complying with all school policies regardless of the academic environment. Caregivers are expected to read and discuss the enclosed school policies with their child(ren).

## **BEHAVIOR CODE**

**It is suggested that you take the time early in the school year to review the behavior code with your child. A good procedure is to read the rules together and discuss why each one is necessary.**

A school is a place of learning. Many children and adults come together at school and spend many hours together. A school needs behavior rules to ensure that everyone can be free of distractions or discomfort in order for the learning process to occur.

The following is a list of our behavior code:

- Students will respect all public property and will not break, damage, or deface school property, the building and grounds, materials, and furnishings.
- Students will respect the teacher's and other student's personal property and school materials.
- Students will respect the rights of fellow students.
- Students will use language that is free from vulgarity and profanity.
- Students will use honesty in their words and deeds.
- Fighting, wrestling, and biting are not allowed.
- Students will act in a way that does not disrupt the teacher's work or other students' learning.
- Students will walk, not run, on school property, except in the gym or on the school fields.
- Students will enter and leave the cafeteria quietly and orderly.
- Students will not threaten another child or staff member in words, pictures, or actions.
- Students will talk quietly in the cafeteria.
- On the playground, students will stay within the designated playground area.

- Students will use playground equipment properly and safely and share the equipment fairly with other students.
- Gum is not allowed at school or on the bus unless a specific plan is in place with the administration.
- Stealing, coercing other students, or bullying will not be tolerated. Offenders subject themselves to disciplinary action.
- Students are not allowed to use or throw sticks, stones, or snowballs. Students will not throw sand or other objects and materials that may cause an injury.
- On the playground, students will discard trash in the containers provided.
- Students will re-enter the school from the playground only with permission.
- During a fire drill, students will form a single file and follow the designated classroom exit route.
- Students will not run, talk, or push during drills.
- Upon arriving at the school from the buses, students will go immediately to their classrooms or the Cafe for breakfast.
- Students will not bring personal cell phones, iPods, handheld video games, or iPADS to school unless requested by the teacher and approved by the administration.
- Bullying and harassment of any kind, including sexual harassment, will not be tolerated. The District's Bullying Prevention and Intervention Plan, as well as the District's Grievance Procedures for complaints of discrimination and harassment, are in the Student Handbook Appendix and on the District's website.

See [Anti-Bullying Policy](#) (North Middlesex Regional School District Regional School Committee Bullying Prevention Policy File: JICFB); [Non-Discrimination and Harassment Grievance Procedures](#); [Title IX Sexual Harassment Grievance Procedure](#).

### **BICYCLES**

Because of the large volume of traffic at each school's location and for safety reasons, children are not permitted to ride bikes to school unless approved by the administration.

### **BOOKS**

Books are provided by the North Middlesex Regional School Department. The money for the books comes from the property taxes paid by parents/guardians and other citizens

of the North Middlesex Regional School District. Students are responsible for all books issued to them. It is expected that students will exercise proper care of their books. Multiple copies of a book will not be distributed to a student. Students should follow these guidelines:

- All books issued to a student must be returned at the end of the school year in acceptable condition.
- Books damaged by a student will be repaired or replaced at the student's expense. Book replacement cost ranges upwards from - \$75. If a book is lost during the school year, the student must pay for it before another is issued.

### **BULLYING/DISCRIMINATION/HARASSMENT**

Bullying, discrimination, and harassment are prohibited and will not be tolerated.

Individuals who feel that they have been subjected to bullying, discrimination, or harassment should report these incidents to an adult in the building (teacher, school counselor, or principal). The District has procedures in place for filing a complaint of bullying, discrimination, or harassment, and these procedures are available in the Appendix to this Student Handbook.

**See Anti-Bullying Policy; Non-Discrimination and Harassment Grievance Procedures; Title IX Sexual Harassment Grievance Procedure. (North Middlesex Regional School District Regional School Committee Bullying Prevention Policy File: JICFB)**

### **CAFETERIA/BREAKFAST/LUNCHES**

This year, Fresh Pick's Cafe is providing school breakfast and lunches. Breakfast is available every day except on delayed openings. Lunch is available every full school day and on delayed opening days but not on early release days. Menus are posted on the school website and on the Fresh Pick's Cafe website each month. Lunches conform to all state and federal lunch program guidelines.

### **CARE OF BUILDING AND PROPERTY**

The school belongs to the citizens of the town. We ask our children to take responsibility for the care of the building and property. We ask all students to do their best to keep the school clean inside and out. Students are asked to take proper care of books and other school materials that are loaned to them for the year.

### **CAREGIVER - TEACHER CONFERENCES**

Caregiver - Teacher Conferences are encouraged in order to maintain communication between home and school. Conferences can be held whenever there is a need simply by

requesting one with the child's teacher. In addition, there are designated times in the fall and winter when early release days are also used for conferences.

### **CHAIN OF COMMAND**

In the case of a concern or problem, the teacher is to be consulted first. If the matter is not resolved with the teacher, the caregiver should then contact the building administration. If the matter has not been resolved after contacting the building Principal, please contact the Superintendent of Schools.

If a caregiver needs to talk to a teacher concerning their child's progress, we ask that you use the following procedure:

1. Call the classroom teacher to arrange to have a conference.
2. Follow through with the designated conference time.
3. Allow some time for the change to occur. If you still have concerns regarding your child's progress, call the school administration; they will discuss the situation and look into the problem area. The principal/ assistant principal may ask for assistance from the special needs staff, the regular classroom teacher, and/or the school counselor. The principal may ask for a joint conference so that everyone can work together as a team to find the most appropriate action.
4. In the unlikely event that the problem cannot be resolved at the building level, the caregiver has the right to ask for assistance from the Superintendent of Schools. The Superintendent will ascertain whether all attempts to resolve the problem have been tried at the school building level. Every effort should be made before the Superintendent becomes actively involved in resolving the problem using the personnel at the school. The Superintendent may counsel the caregivers individually or call for a joint meeting.
5. In extreme cases, the School Committee may become involved when a school district policy is in question.

### **CHROMEBOOK CARE AND MAINTENANCE**

- Students are responsible for the care and maintenance of their Chromebooks. Families of students whose Chromebooks are damaged will be assessed a bill for repair or replacement.
- Students will not alter the Chromebook appearance in any way with the use of stickers, tape, glue, markers, etc.
- Students will keep Chromebooks away from food and liquid as spills will damage the Chromebook.
- Students will not place heavy objects on top of the Chromebook as pressure can damage the screen.
- Students will make sure nothing is on the keyboard before closing the Chromebook in order to prevent damage to the screen.

- While the Chromebook is off, students may clean the keyboard, trackpad, and screen with a damp cloth.
- The Chromebook must not be sprayed directly with cleaners. Only cleaners that are designed to clean LCD computer screens may be used.
- All NMRSD Chromebooks are outfitted with an asset tag for inventory purposes. If the asset tag on the Chromebook is removed or altered, a fee equal to the cost of the Chromebook may be assessed.
- While using the Chromebook students must follow all requirements of the NMRSD policy regarding acceptable technology usage. Violation of the policy will result in disciplinary action.
- Chromebooks may be used only by the student it is assigned to and for educational purposes only.
- Students are expected to bring their Chromebook to each class unless otherwise instructed by their teacher. Students that do not bring in their Chromebook on multiple occasions may face disciplinary action, and/or their grades may be negatively affected.
- The usage of Chromebooks in class is strictly at the teacher's discretion and direction.
- Students should have the Chromebook sound muted during class unless they are using headphones with the teacher's permission. Students must provide their own headphones.
- If a mouse, case, or other peripherals are desired, they must be provided by the student at no cost to the NMRSD unless the item is specifically required by the NMRSD.
- Printing from Chromebooks will not be available at school.

#### **CIVIL RIGHTS AND STATEMENT OF NON-DISCRIMINATION (Nondiscrimination File: AC)**

The North Middlesex Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, national origin, sex, religion, gender identity, sexual orientation, disability, homelessness, or age. Additionally, discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and strictly prohibited. The North Middlesex Regional School District Discrimination and Harassment Grievance Procedures and Title IX Sexual Harassment Grievance Procedure are included in this Handbook and posted on the District's website.

#### **COMMENTS ON DRESS**

Students are expected to be neat, clean, and orderly in their appearance. When a particular form or deficiency in grooming, appearance, or dress is deemed to be a safety

or health problem or disruptive to the school day (contains inappropriate/offensive language or promotes violence), caregivers will be contacted.

We also advise caregivers to please be aware of the activities their children participate in during the school day. Parents and guardians should be aware of the following:

Comfortable clothes and sneakers are needed for gym class.

During the winter, recess is regularly held outside; therefore, appropriate dress, such as mittens or gloves, hats, jackets, long pants, snow pants, and boots, are recommended for outdoor recess. Students may be held in from recess if they do not have appropriate attire.

When boots are worn to school, children are encouraged not to wear them in the classroom. It is suggested that some other shoes be kept at school to wear inside the school building. Slippers and flip-flops are not encouraged for safety reasons.

It is important that each child have a school bag for carrying papers and projects each day. This bag should be easy for your child to open and close.

**All articles** of clothing (jackets, hats, boots, etc.), lunch boxes, and school bags **should be labeled inside with your child's name.**

### **DELAYED SCHOOL OPENING**

When listening to the school closing/delayed lists on the radio or television, you may hear that **"The North Middlesex Regional School District is delayed," followed by the time length of the delay (for example, 2 hours).**

### **DISMISSAL AT THE END OF THE SCHOOL DAY BY A CAREGIVER**

A **note** to the classroom teacher is **required** of anyone picking up a child in kindergarten through grade 4 at the end of the school day. Changes **will not** be accepted over the telephone.

\*Please note: An email will not be accepted as dismissal instructions, as we may not be able to view it during the busy school day nor always be able to confirm from whom it is being sent.

Please refer to the separate arrival/dismissal procedure in the first-day packet.

### **EARLY MORNING ARRIVALS**

For safety reasons, students are not to arrive at school prior to the start of school if they are not part of the Extended Day Program. See Arrival/Dismissal procedures in the first-day packet.



### **EARLY RELEASE OR IN-SERVICE DAYS**

Please check with your elementary school on a specific dismissal time. Please make sure your child's teacher knows whether to send your child home or to the babysitter or daycare provider. **Written notes are required.**

We want to emphasize the importance of consistent and regular student attendance at school. We ask our caregivers to make every effort to have their children at school on time each day. Your child will be marked tardy based on your school's entrance time. While we realize that there may be times during the school year when a child, for some reason, must be somewhere other than at school during the school day, we ask for your cooperation in scheduling appointments outside of school hours whenever possible. Please be aware if your child is not in school for a total of 3 hours and 15 minutes; they will be recorded absent.

### **ELECTRONIC DEVICES**

Cell phones, I-Pods, I-Watches, Smartwatches, handheld video games, I-Pads, or any other similar devices are not allowed to be used on the school bus and in school at any time unless a specific school behavior written plan is in place.

### **EMAIL**

It is the practice of our staff **not** to use email to relay any confidential or personal information concerning students. All school emails are public; therefore, it is best to refrain from sending confidential emails about your child.

### **EMERGENCY CARDS**

Two emergency cards are **required** for every student. These cards will be sent home soon after school opens. Parents are requested to complete them, sign and return them promptly. The cards should list neighbors, relatives, or childcare providers who can be notified in case a child becomes ill at school and needs transportation from school if a caregiver is not available. Those listed **must live within a reasonable driving distance** of the school.

**For the safety of your child: PLEASE MAKE US AWARE OF ANY CHANGES OF ADDRESS, EMERGENCY PERSON TO CONTACT, CHANGE IN CHILDCARE ARRANGEMENTS, ETC., AS THEY OCCUR THROUGHOUT THE SCHOOL YEAR.**

### **ENTRANCE INTO THE SCHOOL**

All persons entering the school must enter at the front of your child(ren)'s school and sign in at the Main Office; **you are not to go directly to a classroom.** Visitor badges will be issued to individual visitors and volunteers while they are in school. For security reasons, all visitors and volunteers are asked to visibly wear their stickers/badges.

## **FIELD TRIPS**

Once or twice a year, children may take an educational trip to enhance their grade-level curriculum. Parents are given information, via school notice, prior to the trip. The fees charged for field trips are based on admission costs and costs of transportation. Students are expected to exhibit appropriate behavior reflecting school-wide rules and procedures while on a field trip. NMRSD nonacademic and extracurricular services and activities are provided in such a manner as necessary to afford students with disabilities an equal opportunity for participation.

Classroom teachers will obtain chaperones for each field trip. Parents who are not serving as chaperones are not to meet their children at the field trip site as additional adults create a safety issue. Chaperones must have a CORI check on file with the school district in order to be chosen as a chaperone. The CORI form used by North Middlesex Regional School District requires you to verify your identity by showing a photo I.D. in person when completing the form.

## **FOOD ALLERGIES**

The prevalence of food allergies has increased in the school-age population. In an effort to provide a safe environment for all students, we respectfully request the cooperation of all families in the implementation of the following policies: Any caregiver of a student who has a Physician-documented food allergy is asked to meet with the nurse at the start of the school year to formulate an appropriate allergy action plan. Non-food items are preferred for celebrations (e.g., pencils, stickers, etc).

## **HAZING (Prohibition of Hazing File: JICFA)**

Hazing is prohibited and will not be tolerated. Please review the Massachusetts Hazing Statutes, M.G.L. c. 269, Sections 17-19, in the Appendix.

## **HEALTH SERVICES and SCHOOL NURSE'S ROLE**

The responsibilities of the school nurse(s) include various screenings and participation in a host of activities in addition to emergency treatment of students who are injured or become ill at school. It is not their responsibility to provide caregivers with opinions about medically related issues which do not arise in school. Parents must seek such opinions from other sources who have such responsibility – family physicians, public health nurses, public health clinics, etc. Your cooperation with respect to this matter is greatly appreciated.

## **CHILDREN WHO BECOME ILL AT SCHOOL**

When a child becomes ill at school, he/she is sent to the health room to see the school nurse. If the nurse feels the child should go home, she/he contacts the caregivers. If a caregiver is not available, a relative or neighbor designated on the Student Emergency Card will be notified in order to take the child from school. Have several people listed for

this purpose. Forms will be sent home. It is the responsibility of the school nurse to determine if a child may not stay in school due to illness. When contacted by the school nurse to dismiss an ill student, a caregiver/guardian must make arrangements to pick up their child in a timely manner.

### **MEDICATION PROCEDURE**

In compliance with Massachusetts General Law and for the safety of our students, this medication procedure has been written and will be strictly enforced. The procedure for administration of medications, whether prescribed or over-the-counter, during school hours is as follows:

- Medication must be accompanied by a MEDICAL PERMISSION FORM signed by both the physician and caregiver. A signed physician's order stipulating a specific diagnosis requiring treatment, accompanied by a MEDICATION PERMISSION FORM signed by the Caregiver, will also be accepted.
- Medication must be supplied by the caregiver in the original pharmacy container. (Please ask your pharmacist to provide a second container and bring only the amount of medication needed to school.)
- Medication is kept locked in the nurse's office and is dispensed by the school nurse. For their own safety and the safety of other students, students are not allowed to carry medication around during school. Parents must bring prescription medications and over-the-counter medications into the school. They should not be sent to school with the student. When a physician deems it necessary for a student to have immediate access to medication (inhaler), the caregiver will provide documentation from the physician stipulating such necessity and confirmation that the student has been advised of caution and proper use of the inhaler in school.

### **MEDICATION PERMISSION FORM**

This form is to be completed by the physician and caregiver for any medication to be dispensed at school. Under Massachusetts General Laws (M.G.L.) Chapter 112, Section 80B, a licensed nurse must have a medication order from a physician, dentist, nurse practitioner, or physician's assistant in order to administer any medication, whether it is a prescription drug or over-the-counter medication.

#### **Medication Order**

Physician, Nurse Practitioner, or other authorized by Chapter 94C:

Please complete this form if the below-named student must take prescribed medication during school hours.

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Medication and dosage prescribed: \_\_\_\_\_

Time(s) during school day: \_\_\_\_\_ Consent to  
self-administer when appropriate: [ ] Special instructions for administration:

Duration of medication (start date/end date) \_\_\_\_\_

Other medical conditions: \_\_\_\_\_

Additional medications: \_\_\_\_\_

Any special side effects, contraindications and adverse reactions to be observed for:

Any known Allergies: \_\_\_\_\_

Physician's Name (please print) \_\_\_\_\_

Physician's Phone Number \_\_\_\_\_ Date \_\_\_\_\_

Physician's Signature \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

I, the undersigned, give permission to the School Nurse to administer the above named medication to my child. I understand that school personnel are not responsible for any problems arising from the taking of this medication, its side effects (if any), or for the omission of medication. I further agree to indemnify and hold harmless the School Committee and its agents and servants against all claims as a result of any or all acts performed under this authority.

I do \_\_\_\_\_ do NOT \_\_\_\_\_ give permission to the teachers at NMRSD to administer the above medication to my child if he/she is out of the school building during a field trip in accordance with MDPH limited delegation waiver.

Parent/Guardian Name (please print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Delegated to (for Field Trips): \_\_\_\_\_

Back-Up Plan (if delegatee not available): \_\_\_\_\_

Plan for teaching self-administration (if applicable): \_\_\_\_\_

Plan for monitoring medication, if needed: \_\_\_\_\_

School Nurse Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### [Medication Permission Form](#)

### **HOMEWORK**

In the North Middlesex Regional School District, we value study that occurs beyond the classroom and school day. We have learned through research and practice that good homework accelerates achievement and establishes a positive work ethic, invaluable in later pursuits. To this end, the assignment of homework aligns with what educators and others believe to be the primary purposes of homework: the reinforcement of skills and knowledge learned in the classroom, the application of learning to a new situation, and the independent acquisition of skills and knowledge.

These primary purposes are sometimes overshadowed by equally compelling reasons educators offer as justification for the assignment of homework:

- To provide an opportunity for caregivers and children to work together on academic pursuits,
- To keep caregivers abreast of the curriculum,
- To serve as a guide to the teacher in planning instruction,
- To develop study habits and a work ethic among students, and
- To provide activities that support other learning styles.

With these thoughts in mind, the following guidelines for homework have been established:

1. All projects assigned will reflect the primary purpose(s) of homework, will be given sufficient time for completion, and will not be due immediately upon return from vacation.
2. Daily homework at the elementary level will generally be assigned for 10 minutes of study per grade level. Thus, the grade 4 student can expect nightly assignments that can be completed in approximately 40 minutes.
3. All homework assignments will be assessed in some fashion by the teacher and the student. Collected homework will be returned to the student in a timely fashion.
4. Teachers will communicate with caregivers in a timely manner when homework assignments are not being completed. Parents will communicate with teachers if their child is experiencing difficulty with assignments.
5. Families are encouraged to utilize the resources available through the school to assist students with the successful completion of assignments.

### **INSTRUCTIONAL STUDENT SUPPORT TEAM**

The Instructional Student Support Team called (ISST) consists of a team of administrators and teachers. The Team meets with the classroom teacher to discuss any “at-risk” student. After reviewing records, observations, and modifications, an action plan will be implemented. You will be notified if the classroom teacher is discussing your child.

**Parents who feel their child is at risk should discuss their concerns with the classroom teacher.**

### **INTERNET ACCESS**

Because the Internet is an open system, some of the material that is available on the Internet may not be suitable for students. The school does provide a filter, which denies access to inappropriate Internet sites, and staff always monitors student use of the Internet.

Student access to private e-mail is not allowed. Parents and students have the responsibility for discussing the appropriate usage of the Internet Access Network. An Internet Policy will go home with the opening packet. All students and caregivers must return this signed policy handout to school. (Acceptable Use for Technology Pre-k-12 - File IJNDB)

### **KINDERGARTEN/FIRST GRADE ENTRANCE REQUIREMENTS** (Entrance Age File: JEB)

Children entering the kindergarten program must be five (5) years of age prior to September 1 of the year they enter school. Children entering 1<sup>st</sup> grade must be six (6) years of age prior to September 1 of the year they enter school. A copy of the child's birth certificate must be presented to the school prior to the entrance date.

A physical examination within a one-year period of entrance is a school health requirement. (Forms are available in the school office.)

The following immunizations are required and immunization records, as listed:

#### **Kindergarten Requirements\***

1. DPT – 5 doses
2. Polio – 4 doses
3. MMR – 2 doses
4. Hepatitis B – 3 doses
5. Varicella (chicken pox) – 2 doses or the date of the disease in writing from the doctor.
6. A lead test
7. A physical exam

**\*Your child will be denied entrance into school if the above requirements are not met. Exceptions will be made in accordance with the McKinney-Vento Homeless Assistance Act. Please call the school nurse if you have any questions.**

Screening for kindergarten is required by the Massachusetts State Department of Education. Appointments will be made at the time of registration. The purpose of this screening is to identify children who may be unable to progress effectively in a regular education program. This screening is not designed to determine whether or not the child is ready for kindergarten.

### **LOST AND FOUND**

Each school has an area for lost and found clothes and other items. Families are invited to claim articles at any time. Lost books, glasses, and jewelry can be found at the school office. **Please do not send valuables to school with your child. At the end of the year, all unclaimed articles will be given to charity.**

## **MOTOR VEHICLES**

Under state law, unnecessary motor vehicle idling is prohibited on or within 100 feet from school property.

## **MCKINNEY-VENTO HOMELESS ASSISTANCE ACT (Homeless Students Enrollment and Services)** **File: JFABD**

The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency, as long as the student has been properly immunized. Information on lead screenings and immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
3. Students who choose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them. If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records.
4. A child who is homeless and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch Program.

## **NMRSD Extended Day Program**

NMRSD is running an Extended Day program at each elementary school for the 2023-2024 SY. The program will run every day when school is in session from 7:00-8:50 am and then in the afternoon from 3:00-4:30 pm or 3:00-6:00 pm. Please reach out to Mrs. C at [agapp@nmrsd.org](mailto:agapp@nmrsd.org) for more information or check out our website - [Extended Day Program / Before and After School Care \(nmrsd.org\)](#).

## **NMRSD SPED PAC (North Middlesex Regional School District Special Education Parent Advisory Committee)**

Massachusetts law requires school districts to create a districtwide special education caregiver advisory council (SEPAC) offering membership to all caregivers of eligible students. The caregiver advisory council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.

In instances where districts have not had success with generating strong interest in creating a SEPAC (such as ours), districts may work with other districts or through an Educational Collaborative to establish a Regional SEPAC.

The NMRSD participates in a Regional SEPAC with several neighboring districts. SEPAC meeting dates are sent out annually, and the meetings generally are located at the offices of the CAPS Collaborative in Westminster.

For SEPAC information, please contact the Special Education Office.

## **NOTICES**

An open line of communication among the administration, teachers, and caregivers is most important during your child's school year. Many notices are sent home with your child. These notices are important and will keep you advised of early release days, vacation periods, caregiver conference schedules, special programs, and other information necessary for your child to have a successful school experience. The principal's updates are shared via the school website, email, and/or Connect Ed phone calls. Please make sure to have updated email and contact numbers at your child(ren)'s school to receive these notices.

## **OUTREACH PROGRAMS**

Outreach programs are available to provide support for district families in need. Families in need of resources, such as additional food and clothing during the year, should contact the school counselor or school nurse. Information relating to your town's outreach program will be provided.

## **PARENT COMMITTEES**

The following committees have been established over the years as vehicles to develop communication. They included: Superintendent Caregiver Advisory Committee, Superintendent Coffee Hour, Special Education Advisory Committee, School Improvement Council, and Parent Teacher Organization.

## **PARENT-TEACHER ORGANIZATION**

Each elementary school has a very active caregiver-teacher organization with many supportive members. Functions and events are held throughout the school year, which encourages family involvement and provides opportunities for participation in school



activities. Some of these events produce funds that allow for the purchase of educational materials and other supplies for each grade level. We encourage your attendance as we value your input and ideas in establishing our plans for the year's activities.

### **PARTY INVITATIONS**

If you are planning a party for your child, please do not send invitations to be distributed in school unless everyone in the class is invited. If you are not inviting everyone in the class, then invitations must be distributed outside the school and not on school grounds. We understand that you must limit the number of children you can invite; however, the children who do not receive an invitation may feel left out or excluded.

The first-day packet has a form for you to fill out to indicate if you give permission to the classroom teacher to give your child's name, telephone number, and address to another caregiver in the class for the stated purpose of inviting them to a birthday party, for Valentine's cards, special events or a summer event.

### **PHYSICAL RESTRAINT PREVENTION & BEHAVIOR SUPPORT (Physical Restraint of a Student File: JKAA)**

The North Middlesex Regional School District has adopted a Physical Restraint Prevention and Behavior Support Policy and Procedures in accordance with state law. Corporal punishment is never used in the North Middlesex Regional School District. However, reasonable force may be used to protect students, staff, or others from assault or imminent, serious, physical harm.

### **RECESS**

All students have a recess after lunch. Recess is a time for relaxing, exercising, playing, socializing, and renewal for learning. The school rules and classroom rules are guidelines for appropriate behavior at recess. The school playgrounds are always supervised by school personnel. Children wishing to play on the equipment cannot wear flip-flops. Children who disobey rules may lose recess privileges. Bullying, fighting, biting, threatening, swearing, or sexual harassment is strictly forbidden and may result in other disciplinary measures. Please dress your child appropriately for all weather conditions. Children will go outside, weather and or situation permitting.

**PLEASE NOTE: Children who cannot participate in outdoor recess due to any type of medical or health issue MUST HAVE A DOCTOR'S NOTE EXCUSING THEM FROM OUTDOOR RECESS.** Children will not be excused from outdoor recess with only a caregiver's or guardian's request. **PLEASE NOTE:** Parents may not attend recess with their child.

### **REGISTERING NEW STUDENTS**

Online Registration through Aspen is now available for families registering new students. Directions can be seen at [Registration / Online Registration \(nmrsd.org\)](https://www.nmrsd.org). A physical is required within one year of transfer into our school system.

## **REPORT CARDS GRADES K-4**

The school year for grades 1-4 is divided into three marking periods, with report cards issued through Aspen. Kindergarten report cards will be issued twice a year and will be sent via Aspen. Please consult the website calendar for the dates on which report cards will be sent home.

## **SAFETY DRILLS**

Fire, intruder, and bus evacuation drills will be conducted throughout the school year.

## **SCHOOL CALENDAR**

<https://www.nmrtd.org/site/handlers/filedownload.ashx?moduleinstanceid=1718&dataid=9787&FileName=2023-24%20School%20District%20Calendar%20Dates%20Holidays%20Hours.pdf>

## **SCHOOL DELAY/CANCELLATION FOR INCLEMENT WEATHER OR OTHER EMERGENCIES**

In an effort to assist families and support student safety, the administration of the North Middlesex Regional School District offers the following important information about emergency school closings during the school year. In the North Middlesex Regional School District, the decision to close school is usually made the evening prior or early morning hours by district administrators. Please note the following about those early morning decisions.

The Superintendent of Schools will send out a Connect-Ed message to all families if there is a decision to close schools. The call may come between 4:30 – 6:30 AM. You can check the following radio and television stations if you miss the call or look on the NMRSD website.

**WBZ-TV (Channel 4)**  
**WCVB-TV (Channel 5)**  
**WHDH-TV (Channel 7)**  
**FOX25-TV (Channel 25)**

**The towns of Ashby, Pepperell, and Townsend are part of one school district called the "North Middlesex Regional School District."** When listening to school delay/closing lists on the radio or television, you will hear that "**The North Middlesex Regional School District is delayed/closed.**" There are seven schools in our district. They are Ashby Elementary School, Nissitissit Middle School, Varnum Brook Elementary School, North Middlesex Regional High School, Hawthorne Brook Middle School, Spaulding Memorial School, and Squannacook Early Childhood Center.

The North Middlesex Regional School District would generally close schools during the following emergencies:

Excessive snowfall.  
Dangerous ice/road conditions.

Flood conditions.  
Hurricane and high wind conditions.  
Problems at schools such as heat, power, or water failure.  
District schools are being used as emergency shelters.

**In summary, please remember only central office school officials close school on emergency closing days. You should assume school is open unless you hear otherwise by phone call or on local radio or television stations, typically between 4:30 AM and 6:30 AM. Parents are encouraged not to call local communication centers at the police and fire departments.**

### **SCHOOL COUNSELOR'S ROLE**

The school counselor/ adjustment counselor is integral to your child(ren)'s school. His/her role is multifaceted and interconnects with a wide range of people. These include, for example, caregivers, teachers, students, administration, agencies, and community organizations. Through these interactions, communication is enhanced, understandings are developed, and a range of concerns are resolved.

Through counseling students, individually or in groups, consulting with caregivers, teachers and others, coordinating the efforts of various people, and co-teaching in a classroom alongside the classroom teachers, the counselor contributes greatly to the overall development of the students.

### **SCHOOL COUNCIL**

The Educational Reform Act of 1993 called for the establishment of a school council at each school within the Commonwealth. School Council meetings are held regularly throughout the school year and are open to the public.

The School Council is made up of the following members: the building principal, who serves as one of the two co-chairs, caregivers who are elected by each elementary school; teachers who are elected by the faculty; and one community representative.

### **SERVICES FOR STUDENTS WITH DISABILITIES**

Some students with disabilities may require specialized instruction and/or supportive services to enable them to make effective progress in school. Parents or teachers may refer students to the NMRSD Special Education Department for an evaluation. Upon receipt of the caregiver(s)' consent, an evaluation will be conducted, and a team meeting will be held to determine if the student is eligible for special education services. If a student is found eligible for special education services under the Individuals with Disabilities Education Act, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Additionally, Section 504 of the Rehabilitation Act of 1973 ("Section 504") provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the

benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student’s individual educational needs as adequately as the needs of nondisabled students are met.

If you would like more information about special education services at NMRSD, please contact the Special Education Department. (Special Instructional Programs and Accommodations File: IHB)

**SMOKE-FREE SCHOOL POLICY (TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED FILE: ADC )**

The Massachusetts Clean Indoor Air Law, effective April 13, 1988, **“prohibits smoking in public and private schools.”** This law was expanded by the Educational Reform Act of 1993, Section 36 of Chapter 71 which calls for the prohibition of tobacco products within school buildings, facilities, school grounds, and school buses. Tobacco products include cigarettes, electronic cigarettes, smokeless tobacco, and/or their packages, cigarette lighters, or matches. No person is allowed to possess these products in part of the school facility, grounds, or school buses including before, during, or after school hours.

Students caught smoking or vaping in the building or on school grounds will be subject to up to a five (5)-day external suspension. Students who commit subsequent offenses will be subject to additional days of external suspension. According to Smoke-Free Workplace Law (M.G.L. c. 270, § 22) and the Massachusetts Education Reform Act, the penalty for smoking or use of any tobacco product is a \$100 civil fine that applies to students, staff, and visitors. The fine is payable to the city or town clerk, similar to a parking ticket. School administrators have been designated as agents to issue these citations for the purposes of enforcing this law in school buildings and school buses. Students will receive these citations via certified mail, and fines must be paid or appealed within 21 days. If the fine is not paid, the citation becomes a civil offense, and the student will receive a summons to appear before the Court Magistrate in Ayer District Court. If the fine is still not paid, the civil citation becomes a criminal offense.

North Middlesex also prohibits the possession of any tobacco products, non-FDA approved nicotine delivery devices (e.g., e-cigarettes, hookah pens, or vape paraphernalia), or other tobacco products in school, on school grounds, on school buses, or in school facilities.

NOTE: This policy applies to both students and adults at all events, including inside the facilities and any exterior location on campus.

## **SOURCES OF ASSISTANCE TO CAREGIVERS FOR SOCIAL AND EMOTIONAL ASSISTANCE**

State and county agencies have provided assistance for any number of family and child concerns. Please see the school counselor or school psychologist for specific information.

## **SPECIAL EDUCATION AND SECTION 504**

### **Rights and Responsibilities**

Rights and information relating to special education and students with disabilities, including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA), are available through the school and special education departments. Such rights are pertinent when students are not progressing effectively in regular education programming due to a suspected mental or physical impairment or when students are unable to access the regular education curriculum without disability-related accommodations. Careivers or professionals concerned about the student's development have the right to request a special education or Section 504 evaluation of the student.

### **Special Education Eligibility**

Following a referral, the Team determines if a student is eligible for special education based on a thorough evaluation. Prior to any special education evaluation, caregiver consent is required. Not every student will require all of the assessments offered by the school. Each evaluation must have an educational assessment as well as an assessment by one or more specialists in all areas related to the suspected disability. Eligibility is based upon the determination of presence of a disability (as defined by state and federal regulations), the lack of progress in the general education program as a result of the disability, and the need for specially designed instruction/related services in order for the student to make effective progress.

### **Individualized Educational Program (IEP)**

If a student is found eligible for special education, the Team develops an Individualized Educational Plan (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating the student's disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Caregiver involvement during the evaluation and IEP development is an integral part of the process. An IEP is a vehicle for improving the educational experience for a student with disabilities.

Progress reports shall be provided at least as often as caregivers are informed of the progress of students without disabilities.

The Parents' Rights Brochure from the Massachusetts Department of Elementary & Secondary Education is available in the school special education office. Caregivers are encouraged to contact the student's special education teacher, school counselor, principal or special education director with questions about special education.

### **Special education and transfer of parental rights at the age of majority .**

Upon a student reaching the age of eighteen (18) years of age, the district will continue to send the caregiver written notices and information, but the caregiver will no longer have decision-making authority, except as provided below:

- a. If the caregiver has sought and received educational guardianship from a court of competent jurisdiction, then the caregiver retains full decision-making authority. The caregiver does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the caregiver has sought or received educational guardianship or other legal authority from a court of competent jurisdiction.
- b. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her caregiver, including allowing the caregiver to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the caregiver or another adult with whom the student has shared decision-making.
- c. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her caregiver or other willing adults. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ." The Section 504 regulations also require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of students without disabilities are met.

Any questions about Section 504 or requests for evaluations of Section 504 or IEP eligibility may be directed to the district's Section 504 Coordinator and Director of Student Support Services, Mr. Brad Brooks, at the Central Administration Office. A Notice of Rights under Section 504 is available in the school's office. The school counselor is responsible for monitoring each student's Section 504 plan. The principal is responsible for the successful implementation of each student's Section 504 plan.

Individuals who have complaints regarding the District's compliance with Section 504 may bring suit in federal district court or file a complaint with the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents/guardians may file a hearing request with the Massachusetts Bureau of Special Education Appeals at 14 Summer Street, 4<sup>th</sup> Floor, Malden, MA 02148.

### **STUDENT CONDUCT**

Students are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration for the rights of others.

### **CONSEQUENCES FOR VIOLATIONS TO THE BEHAVIOR CODE**

- Administrators will use professional discretion in determining the appropriate consequence and length for each disciplinary step depending on the severity and/or frequency of offense(s). Consequences may range from the following examples and in no particular order:
  1. Phone Call Home and/or Email home
  2. Apology
  3. Mediation/Counseling
  4. Indoor Recess
  5. Office Lunch
  6. Behavior/Safety Contract
  7. Detention
  8. Out-of-School Suspension
- Students and caregivers will be given 24-hour's notice for teacher detentions and office detentions unless caregivers are notified and agree that the consequence will be served on the same day it was issued.
- Administrators reserve the right to meet with students at any time in order to gather information related to a violation of the student handbook.
- Any vaporization or electronic cigarette/cigar paraphernalia or material that is confiscated by the administration will be discarded as waste.

- Any controlled substance paraphernalia or material that is confiscated by the administration will be turned over to the local police department.
- ADMINISTRATORS RESERVE THE RIGHT TO MAKE ADDITIONS OR AMENDMENTS TO THE DISCIPLINE CODE IF THE NEED ARISES AND TO IMPOSE ADDITIONAL DISCIPLINARY CONSEQUENCES WHERE DETERMINED TO BE APPROPRIATE.

### **STUDENT COUNCIL**

We have a Student Council for grade 4 students. During the course of the year, the council communicates information to classroom members and pursues activities to promote school spirit and a sense of community for our school.

### **SUSPENSION (LONG-TERM) OR EXPULSION FROM SCHOOL (Student Discipline File: JIC**

Disciplinary action may be taken following a violation of any state or federal law, school committee policy, or rule or policy in this handbook. Each incident will be considered individually, and consideration may be given to the number of offenses, type, and the seriousness of the offense. The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process and shall avoid using long-term suspension until other remedies and consequences have been tried. Other remedies may include mediation, conflict resolution, restorative justice, and positive interventions and supports.

Certain breaches of conduct are so serious that the Principal may long-term suspend or expel a student under the provisions of M.G.L. c. 71, § 37H or 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a school administrator, teacher, teacher's aide, or other staff person
- A felony charge or conviction

Other violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, or suspension under the provisions of M.G.L. chapter 71, § 37H ¾.

Due process will be provided in accordance with federal and state law. Please see "Laws and Regulations Pertaining to Student Conduct and Behavior" and "Disciplinary Due Process" in this Handbook for details regarding due process.



## **TARDY**

A tardy student **must** report to the school office to obtain a pass before going to the classroom. Being consistently tardy is to be avoided, as it disrupts student learning time. Students are marked tardy based on the arrival time at each elementary school.

## **TOYS BROUGHT TO SCHOOL**

Students should not bring a toy to school for use at recess; the school is not responsible for any personal toys brought in by a student that is lost, stolen, or broken. A teacher may request that no toys are brought in if it is interfering with students' learning, and the teacher may confiscate the toys if the request is not followed.

## **TRANSPORTATION**

### **SCHOOL BUS REGULATIONS and PROCEDURES**

The regulations for school bus use for all students grades K-12 in the North Middlesex Regional Schools are:

#### **Previous to Loading: (on the road and at the school)**

- Be on time at the designated bus stop.
- Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting.
- Wait until the bus comes to a complete stop before attempting to step onto the bus.
- Do not crowd and push getting on the bus.
- Respectfully follow the instructions of school staff members on duty.

#### **While on the Bus: (Student Conduct on a Bus File: JICC)**

- Keep hands and head inside the bus. Keep your hands to yourself, and don't touch others inappropriately. Horseplay or fighting is not permitted on or around the school bus at any time.
- Assist in keeping the bus safe and sanitary. (DO NOT throw things on the bus, spit or litter the bus)
- Keep voice tone at a moderate level. Do not swear or use vulgar or derogatory language.
- Bullying, discriminatory harassment, including sexual harassment and assaults, will not be tolerated and will result in disciplinary action.
- Damage to bus equipment/property will be paid for by the offender.
- DO NOT leave books, lunches, or other articles on the bus.
- Keep books, packages, coats, and other objects out of aisles.
- Help look after the safety and comfort of small children.
- DO NOT throw objects inside the bus or out the bus window.
- DO NOT leave or change your seat while the bus is in motion.
- Be courteous to fellow pupils and the bus driver.
- Remain quiet when approaching a railroad crossing.

- Remain on the bus unless requested to leave by the bus driver in an emergency situation.
- Sit where you are told.
- A written permission slip from the caregiver/guardian is necessary in order for a student to get on or off the bus at a place other than his/her regular bus stop. Students must get on or off the bus at their assigned stop.
- Continued refusal to promptly obey the directions of the driver or refusal to obey bus regulations may cause a student to be referred to the principal for disciplinary action.
- Possessing a weapon, lighting matches, smoking, alcohol, and drug use on the bus are prohibited and will result in disciplinary action.

**After Leaving Bus:**

- Cross the road, when necessary, immediately after getting off the bus, at least ten feet in front of the bus, and only after looking to be sure that no traffic is approaching from either direction.

**Extra-Curricular and Field Trips:**

- Bus rules and regulations will apply to any trip under school sponsorship.
- Pupils shall respect the wishes of teachers and chaperones appointed by the school.

**Bus Contractor:**

Dee Bus Company - (978) 597-2860

See District policy for Bus Disciplinary Action

**USE OF SCHOOL EQUIPMENT**

Unauthorized entrance to any area of a school by anyone and/or use of any equipment without proper supervision is prohibited. Failure to observe this rule could result in disciplinary action.

**VOLUNTEERING AT THE SCHOOL,**

CORI (Criminal Record) checks are required for all volunteers, including chaperones. This is a policy that will be strictly enforced. The policy endeavors to provide for the safety of students, employees, and visitors while at school and/or participating in school-sponsored activities. Please complete the volunteer application along with a CORI (available in the school office); upon completion of these forms, you may be contacted to volunteer. All volunteers must have CORI checks prior to working in the school. If you are interested, please complete the paperwork in the main office and return it to the school. Opportunities to volunteer include work in classrooms, the library, special education classrooms, and at home. Each volunteer donates however much time they would like. Volunteers working in the school must sign in and out and wear a volunteer name tag. If you are selected to volunteer, please remember that you are not allowed to take pictures or video students.

### **WHEN YOUR CHILD MUST LEAVE EARLY**

If a child must leave school early, the child should have a written statement from the caregiver/guardian on the morning of early dismissal. When arriving to pick up the child, please report to the main office to properly sign out the child. The office will notify the teacher over the intercom, and the child will then report to the office. **Dismissal is always from the main office. Do not go directly to the classroom.** Thank you.

### **WITHDRAWAL OF STUDENT(S)**

Students moving from North Middlesex to another community will be processed through the Principal's Office. A transfer card will be issued, as well as a record release form signed. NMRSD may forward student records to a school in which a student seeks or intends to enroll without the signed consent of a caregiver or eligible student, in accordance with 603 CMR 23.07(4)(g). All library books must be returned to the library.

## **POLICIES, PROCEDURES, and INFORMATION**

### **PLEASE NOTE**

Oftentimes, policies are updated over the course of the year and posted to the district website. Policies that have been updated and posted supersede policies in this handbook.

### **DISTRICT POLICY BOOK**

A copy of the North Middlesex Regional School District School Committee Policy Manual is available in the Superintendent's office for review. <https://www.nmrtd.org/policies>

### **(5) Regulatory Authority:**

603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

## **NMRSD SCHOOL COMMITTEE ORDER OF BUSINESS**

At regular meetings of the District School Committee, the following shall be the order of business:

1. Roll Call
2. Approval of the Minutes of the previous regular Meeting and any Intervening Special Meetings.
3. Information Items/Superintendent's Report\*
4. Old Business.
5. New Business.
6. Adjournment/End of Meeting

\* At this point in the meeting, the Chair may recognize any member of the public who wishes to address the Committee. Committee members may ask to have a member of the public recognized. In the event a member of the public does wish to speak, they should receive a copy of the procedures they are expected to follow. In the event a printed copy is unavailable, the Chair shall clearly explain the rules for addressing the Committee.

- a. The Committee must be informed of the topic to be addressed. Whenever possible, advance notice of the topic to be addressed should be given to the Chair or a member of the Committee. It should be determined that an individual has followed the appropriate chain of authority. Any written statement should be presented to the Committee and summarized when speaking.
- b. Persons addressing the Committee may address only issues over which the Committee has direct control. The topic should deal only with agenda items.
- c. A member of the public may have two minutes to address the Committee unless the majority of the Committee wishes to grant more time to an individual.
- d. No motions or actions should be made or taken by the Committee during this portion of the meeting. The Chair may recognize the Superintendent, other administrators, or members of the Committee if they wish to ask questions or address comments specific to the topic that has been raised. No one shall be recognized until the speaker has finished addressing the Committee or has used the allotted time.
- e. The Committee must insure that the rights of district employees and students are protected.
- f. Persons should avail themselves of NMRSD policy books available in all public libraries in the district and in each school in the district.
- g. This policy will be included in each school handbook.

## APPENDIX

### **LAWS & REGULATIONS PERTAINING TO STUDENT CONDUCT AND BEHAVIOR**

#### **M.G.L. c.71, §37H**

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

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

**(B)** Any student who assaults a principal, assistant principal, teacher, teacher's aide, or

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

**M.G.L. c.71, §37H1/2**

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

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

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

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

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

**M.G.L. c.71, §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 person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include

but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

(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.

#### **M.G.L. c.76, §21**

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school.

Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies, education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service.

Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

#### **M.G.L. c.71, §37L**

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

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

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the



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

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

**M.G.L. c. 269, § 17. Crime of Hazing: Definition: Penalty**

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. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

**M.G.L. c. 269, § 18. Duty 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. Added by St. 1985, c. 536; amended by St. 1987, c. 665.

**M.G.L. c. 269, § 19. Hazing Statutes to Be Provided;**

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 section 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 regents of higher education and in the case of secondary schools, 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 regents 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.

Added by St. 1985, c. 536; amended by St. 1987, c. 665.

## **NOTIFICATION OF RIGHTS UNDER FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords caregivers and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
- (2) The right to request the amendment of the student's education records that the caregiver or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

### **PARENTAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords caregivers certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE):* political affiliations or beliefs of the student or student's caregiver; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or caregivers; or income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of the following:* any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect upon request and before administration or use* protected information surveys of students created by a third party; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or

educational institutions.)

These rights transfer from the caregivers to a student who is 18 years old or an emancipated minor under state law.

The NMRSD will directly notify, such as through U.S. Mail or email, caregivers of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the caregiver to opt his or her child out of participation of the specific activity or survey. This notification will occur at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, caregivers will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Caregiver will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- the collection, disclosure, or use of personal information for marketing, sales, or other distribution;
- the administration of any protected information survey not funded in whole or in part by DOE; and
- any non-emergency, invasive physical examination or screening as described above.

Caregivers who believe their rights under PPRA have been violated may file a complaint with

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

## **SUMMARY OF MASSACHUSETTS LAWS AND REGULATIONS PERTAINING TO STUDENT RECORDS**

### ***I. Inspection of the Student Record***

A caregiver, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The caregiver and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the caregiver or eligible student no later than ten (10) calendar days after the request unless the caregiver or student consents to a delay. The caregiver and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them.

## ***II. Rights of Non-Custodial Parents***

Massachusetts General Laws, Chapter 71, Section 34H and 603 CMR 23.07 specify detailed procedures that govern access to student records by caregivers who do not have physical custody of their children.

A non-custodial caregiver is eligible to obtain access to the student record unless:

- The caregiver has been denied legal custody or has been ordered to supervised visitation based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation;
- The caregiver has been denied visitation;
- The caregiver's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record; or
- There is an order of a probate and family court judge that prohibits the distribution of student records to the caregiver.

In order to obtain access, the non-custodial caregiver must submit a written request for the student record to the school principal. Upon receipt of the request, the school must immediately notify the custodial caregiver by certified and first-class mail, in English and the primary language of the custodial caregiver, that it will provide the non-custodial caregiver with access after 21 days unless the custodial caregiver provides the principal with documentation that the non-custodial caregiver is not eligible to obtain access. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial caregiver from student records provided to non-custodial caregivers. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order that prohibits the distribution of information, the school shall notify the non-custodial caregiver that it shall cease to provide access to the student record to the non-custodial caregiver.

## ***III. Confidentiality of Student Records***

With a few exceptions, no individuals or organizations but the caregiver(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the caregiver or the student. One such exception is the authority of the school district to forward, without consent, the complete student record to schools or school districts to which a student transfers or enrolls.

## ***IV. Amendment of the Student Record***

Eligible students and/or caregivers have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or caregivers also have the right to request in writing that the student record be

amended. Any such request should be directed to the principal. The building principal will render a written decision on such a request within one week. A denial of a request to amend a student record may be appealed to the Superintendent.

#### ***V. Destruction of Student Records***

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the caregiver and eligible student must be notified and provided with the opportunity to obtain a copy of any records to be destroyed.

#### ***VI. Directory Information***

Federal and state regulations authorize school districts to disclose appropriately designated "directory information" without written consent unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the North Middlesex Regional Schools to include this type of information from your child's education records in certain school publications. Examples include but are not limited to

- A playbill showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a caregiver's prior written consent.

If you do not want directory information from your child's education records disclosed without your prior written consent, please notify the Principal in writing no later than five business days. The North Middlesex Regional School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

The above is only a summary of some of the more significant provisions of the laws and regulations pertaining to student records. If more detailed information is desired, a copy of the regulations may be obtained from the Department of Elementary and Secondary Education. These state regulations are designed to ensure caregiver and student rights of confidentiality, inspection, amendment, and destruction of student records and to assist school authorities in their responsibilities for the maintenance of student records. The regulations apply to all information kept by a school committee on a student in a manner such that the student may be individually identified. The applicable regulations may be found at 603 CMR 23.00.

## **Appendix**

### **DISCIPLINARY DUE PROCESS**

Prior to the imposition of a suspension, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency). Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

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

### **SUSPENSION/EXPULSION**

#### **Definitions**

##### **In-School Suspension**

The removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

##### **Short-Term Suspension**

The removal of a student from the school premises and regular classroom activities for

ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

#### Long-Term Suspension

The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

#### Expulsion

The removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

#### **Due Process for Infractions Other than Dangerous Weapons, Narcotics, Assaults on Staff or Felony Complaints (M.G.L. c. 71, Section 37H ¾)**

Emergency Removals; M.G.L. c. 71, § 37H ¾:

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate



Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below,, as applicable, and the parent an opportunity to attend the hearing.

Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension at set forth below, whichever is 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.

In-School Suspension, M.G.L c. 71, § 37H ¾:

Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension, M.G.L c. 71, § 37H ¾:

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H ¾:

Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential

consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; and the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

#### Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

#### Long-Term Suspension; M.G.L c. 71, § 37H ¾:

##### Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

The student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (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; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

#### Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H3/4:

The student will have the rights identified in the written notice and 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 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 any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will

remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

#### Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

The superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) 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.

If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

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

**Opportunity to Make Academic Progress During Suspension/Expulsion:**

Less Than 10 Consecutive Days - Student shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - Student shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

**Due Process for Offenses of Dangerous Weapons, Drugs, Assaults on Staff and Criminal Felony Matters (M.G.L. c. 71, §§ 37H and 37H 1/2 Offenses)**

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student for means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

**Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c. 71, §37H**

1 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.

2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or

other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 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 discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - 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.

Opportunity to Make Academic Progress - 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 in a manner consistent with M.G.L. c. 76, § 21. 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 M.G.L. c. 76, § 21.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

#### **Felony Complaints - M.G.L. c. 71, § 37H ½**

##### **Issuance of a Felony Criminal Complaint**

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.

Notice of Principal's Hearing – Long-Term Exclusion – 37H 1/2 - 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.

Appeal to the Superintendent- Long-Term Exclusion - 37H 1/2 - The student shall have

the right to appeal the suspension to 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 be represented by counsel at student's own expense. 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 with regard to the suspension.

#### Adjudication of Delinquency, Admission of Guilt or Conviction

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.

Notice of Principal's Hearing – Long-Term Exclusion - 37H 1/2 - 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.

Superintendent's Appeal – Long-Term Exclusion - 37H 1/2 - 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. The hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. 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 with regard to the expulsion.

#### Opportunity to Make Academic Progress

The District shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. 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 M.G.L. c. 76, § 21.

### **DISCIPLINE OF STUDENTS WITH DISABILITIES**

The following procedures apply to suspension of students with disabilities when

suspensions exceed ten (10) consecutive school days or when a pattern has developed for suspensions exceeding ten (10) cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

- a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a potential disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11<sup>th</sup>) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
  - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
  - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
  - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
  - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP.

The interim alternative setting must also provide services and modifications designed to



address the behavior giving rise to the removal and to prevent the behavior from reoccurring.

At the conclusion of the forty-five (45) school day period, the student shall be returned to his/her previous placement unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury, the school may remove the student to an interim alternative setting for 45 days only: (1) with parental consent; or (2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

- f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Prior to the imposition of a suspension, a student will be given an opportunity to receive notice of and respond to the allegations or charges against them (except in cases of extreme emergency). Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

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

Note: If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the

evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.



## **North Middlesex Regional School District Bullying Prevention & Intervention Plan 2023-2024**

*The North Middlesex Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, national origin, sex,*

*religion, gender identity, sexual orientation, disability, homelessness, or age.*

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## **I. LEADERSHIP**

- A. As required by M.G.L. c. 71, § 37O, this Plan is shared with stakeholders via meetings, publication, online posting, mailings, and public presentations, which includes teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

- B. Assessing needs and resources:

With input from staff, school leaders assessed the adequacy of current programs; reviewed current policies and procedures; available data on bullying and behavioral incidents; and assessed available resources, including curricula, training programs, and behavioral health services. Based on these findings, schools are in the process of revising or developing policies and procedures; establishing partnerships with community agencies, including law enforcement.

The district will carry out periodic needs assessments, including: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; 2) administering a Department of Elementary and Secondary Education (DESE)-developed student survey at least once every four (4) years to assess school climate and the prevalence, nature, and severity of bullying in schools; and 3) collecting and analyzing building-specific data on the prevalence and characteristics of bullying.

- C. Planning and oversight:

School or district leaders identified below will be responsible for the following tasks:

| Person(s) Responsible             | Task   |
|-----------------------------------|--|
| Superintendent                    | Implementation and oversight of the Plan on a district-wide basis  |
| Principal or designee             | Implementation and oversight of the Plan on a building level   |
| Director of Human Resources       | Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes  |
| Superintendent's Advisory Council | Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;   |
| Assistant Superintendent          | Planning for the ongoing professional development that is required by the law<br>Choosing and implementing the curricula that the school or district will use                      |
| Guidance Counselors               | Planning supports that respond to the needs of targets and aggressors  |
| School Committee, Superintendent  | Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them |

|                               |  |
|-------------------------------|--|
| Superintendent,<br>Principals | Amending student and staff handbooks and codes of conduct;<br>leading the parent or family engagement efforts and drafting parent information materials, reviewing and updating the Plan each year |
|-------------------------------|--|

#### D. Priority Statement

The North Middlesex Regional School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The North Middlesex Regional School District is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, actual or perceived differentiating characteristics, including, race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics may be more vulnerable to becoming targets of bullying, harassment, or teasing. The North Middlesex Regional School District will take 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.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-sponsored/school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the North Middlesex Regional School District 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. This Plan provides the same protections to all students regardless of legal status. Each principal is responsible for the implementation and oversight of the Plan in their building.

#### E. Reporting to DESE

The school or district will annually report bullying incident data to DESE,

including: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation; and 4) other information required by DESE.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Annual staff training on the Plan will include:
1. Staff duties under the Plan
  2. An overview of the steps the principal or designee will follow upon receipt of a suspected report of bullying or retaliation
  3. An overview of the bullying prevention curricula to be offered at all grades throughout the school or district
  4. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years

- B. Ongoing professional development.

The goal of professional development is to 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:

1. developmentally (or age) appropriate strategies to prevent bullying
2. developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents
3. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
4. 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
5. information on the incidence and nature of cyberbullying
6. Internet safety issues as they relate to cyberbullying
7. ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs), with a particular focus on the needs of students with a disability on the autism spectrum or students whose disability affects social skills development

Additional areas identified by the school for professional development include:

1. promoting and modeling the use of respectful language
2. fostering an understanding of and respect for diversity and difference
3. building relationships and communicating with families
4. constructively managing classroom behaviors
5. using positive behavioral intervention strategies
6. applying constructive disciplinary practices



7. teaching students skills including positive communication, anger management, and empathy for others
8. engaging students in school or classroom planning and decision-making
9. maintaining a safe and caring classroom for all students

C. Written notice to staff:

The North Middlesex Regional School District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the district employee handbook and the code of conduct.

### III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources:

Current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services:

| Staff  |
|--|
| Building Administrators  |
| Instructional Staff  |
| Non-instructional staff (Custodians, secretaries, bus drivers, food service)   |
| School Guidance/Adjustment Counselors and Social Workers (Counseling Staff)  |
| School Nurses  |
| School Psychologists   |
| Speech and Language Pathologists (Social Pragmatic Skills for Students who receive special education or 504 services)  |
| Early Childhood Intervention Program Coordinator   |
| Programs/ Activities related to social programming, creating a safe and inclusive learning environment and being respectful of individual differences  |
| Massachusetts Aggression Reduction Center (MARC) K-12 Evidence-Based Curriculum  |
| Responsive Classroom model training for teachers   |
| Character Counts   |
| High School/ Middle School Required Physical Education and Health Courses: <ul style="list-style-type: none"> <li>• Principles of Health</li> <li>• Yoga: Mind and Body Connection</li> <li>• Competitive Team Sports</li> <li>• Comprehensive Health</li> </ul> |
| High School Social Studies Courses: <ul style="list-style-type: none"> <li>• Contemporary</li> <li>• Introduction Into Sociology and Psychology</li> </ul>   |
| High School Community Service Learning Program   |
| NMRSD Gay Straight Alliance  |
| NM Community Outreach Program  |
| North Middlesex Theatre  |
| Best Buddies   |
| Senior Sidekicks   |
| Annual Special Olympics Programs   |
| Building based Student Councils (Upper Elementary, Middle and High School)   |
| CLICK (Middle School Good Citizenship program)   |

|   |
|---|
| "Mix It Up Day"   |
| Social Skills Groups led by Guidance Counselors   |
| Guidance Lunch Groups   |
| Guidance Developmental Classroom Education  |
| Freshman Orientation  |
| Leaders International Club  |
| Individual Student Support Team (ISST) meetings (Child Study Groups)                          |
| Special Education Parent Advisory Council (SEPAC)   |
| Community Reading Days (Elementary)   |
| Athletic Department Coaches Training (High School and Middle School)                          |
| Rachel's Challenge- Programming meant to quell violence and bullying (Middle and High School) |
| Student Ambassadors   |
| Caught Being Kind: School Wide Incentive Program  |
| "Balance of Power" (Multimedia presentation promoting positive environments)                  |

B. Counseling and other services

- a. As part of the District Curriculum Accommodation Plan (DCAP), all NM students have access to a counselor(s) in their building daily

C. Availability of culturally and linguistically appropriate resources outside the district. The district maintains a list of translation services and interpreter services for building administrators to access. (See Appendix A)

D. Linkages with community-based organizations: The district may refer students to a variety of outside agencies who either provide direct mental health counseling or who can assist families with locating a provider.

Examples of these include but are not limited to:

- a. Luk, Inc. Herbert Lipton Center
- b. Children's Medical Center at UMASS Memorial
- c. Care Solace Inc.

E. 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.

F. Referral to outside services

Referral protocol for referring students and families to outside services is carried out by contacting the school social worker.

#### **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

A. Specific bullying prevention approaches.

1. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
  - using scripts and role plays to develop skills

- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
  - 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
2. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan via class meetings, classroom instruction, and the student handbook in an age appropriate manner.

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:

1. setting clear expectations for students and establishing school and classroom routines
2. creating safe school and classroom environments for all students, including for students or student groups, actual or perceived differentiating characteristics, including, race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics
3. using appropriate and positive responses and reinforcement, even when students require discipline
4. using positive behavioral supports
5. encouraging adults to develop positive relationships with students
6. modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
7. 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
8. using the Internet safely
9. 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**

A. Reporting bullying or retaliation:

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

the principal or designee.

2. A school 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.
3. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously. However, no disciplinary action shall be taken against a student solely on the basis of an anonymous complaint.
4. The district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a dedicated mailing address, a list of telephone numbers, and an email address (Appendix B)

B. Incident Reporting Form

1. Use of a formal Incident Reporting Form (Appendix D) is not required as a condition of making a report. Anyone may make a report of a behavior or activity that is believed to be bullying, including cyberbullying or retaliation to the principal or designee
2. The principal or designee will evaluate whether or not it meets the definition of bullying, including cyberbullying or retaliation, and make a formal report using the Incident Reporting Form if applicable
3. An Initial Referral Form for reporting behavior or an activity that is believed to be bullying including cyberbullying or retaliation can be used by staff, students, and parents /guardians to report such behavior.
4. The school or district will:
  - a. Include a copy of the Initial Referral Form in the beginning of the year packets for students and parents or guardians
  - b. Make the form available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee
  - c. Post it on the school's website
5. The Initial Referral Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

C. Written Notice of Policies for Reporting Acts of Bullying and Retaliation

1. At the beginning of each school year, the 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
2. 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 and district website, and information about the Plan that is made available to parents or guardians
3. Reporting:
  - a. Reporting by Staff
    - i. A staff member will report immediately to the principal or designee when they witness or become aware of conduct that may be bullying or retaliation.
    - ii. The requirement to report to the principal or designee does not limit the staff member's authority to respond to behavioral or disciplinary incidents consistent with school or district policies

- and procedures for behavior management and discipline.
- iii. Staff may use the Initial Referral Form to report this conduct.

- b. Reporting by Students, Parents or Guardians, and Others
  - i. The 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.
  - ii. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
  - iii. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.
  - iv. 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.

D. Responding to a report of bullying or retaliation.

1. Safety

- a) 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.
- b) Responses to promote safety may include, but not be limited to,
  - i. creating a personal safety plan
  - ii. pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus
  - iii. identifying a staff member who will act as a “safe person” for the target
  - iv. altering the aggressor’s schedule and access to the target
  - ii. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary
    - a. 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.
    - b. Student safety planning procedures will be implemented as per the school protocols.

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 the event and of the procedures for responding to it to prevent further acts of bullying. There may be circumstances in which the principal

or designee contacts parents or guardians prior to any investigation. Notice will be consistent with federal and state laws and regulations, including, but not limited to, 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 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 the behavior is in violation of the law, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that the behavior is in violation of the law. In making this determination, the principal will consult with local law enforcement agency, and other individuals the principal or designee deems appropriate, consistent with the Plan and with applicable district policies and procedures.

3. Investigation

- a. The principal or designee will promptly investigate 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.
  - b. During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.
  - c. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
- 4. 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.
  - 5. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process.
  - 6. The principal or designee will maintain a written record of the investigation.
  - 7. Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

#### E. Determinations

1. The principal or designee will make a determination based on all of the facts and circumstances.
2. If, after the 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 from participating in school or benefiting from school activities.
3. 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.
4. Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s), 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.
5. 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.
6. All notices 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.
7. The bullying determination notice to the parents/guardians of the target must include information about the Massachusetts Department of Elementary and Secondary Education's (DESE) Problem Resolution System (PRS) and the process for seeking assistance or foiling a claim through PRS' contact information: Program Resolution System Office, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

#### F. Responses to Bullying.

1. **Teaching Appropriate Behavior Through Skills-building**  
Upon the principal or designee determining that bullying or retaliation has occurred, the law M.G.L. c. 71, § 37O(d)(2)(v) requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches that the principal or designee may consider include, but are limited to:
  - offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum
  - providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel

- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial 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; and
  - making a referral for evaluation
2. Taking Disciplinary Action
    - a. 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 district's code of conduct.
    - b. Discipline procedures for students with disabilities are also governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in conjunction with state laws regarding student discipline.
    - c. 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
    - a. 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.
    - b. 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.
  1. The 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.
  2. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
  3. Parent presentations will be recorded and aired on the local cable community access channel, copied onto DVD, and posted on the



website for parents to view.

4. Copies of the DVD and accompanying written material will be placed in each school library parent section and made available to local public libraries.

B. Notification requirements.

1. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula being used.
2. This notice will include information about the dynamics of bullying, cyberbullying, and online safety, and how parents/guardians can reinforce the curricula at home and support the school or district plan.
3. The school 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.
4. All notices and information made available to parents or guardians will be in hard copy and electronic formats. They will be available in the language(s) primary among parents or guardians.
5. The school or district will post the Plan and related information on its website.

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

A. Acts of bullying, which include cyberbullying, are prohibited:

1. 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
2. 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, infringe on the rights of the target at school, or materially and substantially disrupt the education process or the orderly operation of a school.

B. 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.

C. 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 or Perpetrator** is a student or a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages in bullying, cyberbullying, or retaliation.

**Bullying** is the repeated use by one or more students or a member of 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:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school;
- materially and substantially disrupts the education process or the orderly operation of a school; or
- bullying as defined herein shall also include cyberbullying.

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes but is not limited to email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the 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.

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

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

- A. Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, or disability. 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.
- B. 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, 37H ½, or 37H ¾, 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.
- C. The statutes and regulations infer that the administrators will have basic knowledge of the possible criminal statutes that may be in play in a case

of bullying. Principals are encouraged to seek advice from local law enforcement officials if there is a question regarding an infraction of a law.

**X. COLLABORATION WITH LAW ENFORCEMENT**

- A. The North Middlesex Regional School District has a current Memorandum of Understanding with the Ashby, Townsend, and Pepperell Police Departments and the Middlesex County District Attorney.
- B. The district will review and update the Memorandum of Understanding periodically.

## **APPENDIX A**

### **TRANSLATION SERVICES CONTACT LIST**

#### Chinese Translators/sychologists

Joy Chen Yu Lewis (Holden) (psychologist)  
508 829-7626 (home)  
508 579-9204 (cell)

Dr. Xin (*shing*)  
617 521-6782

Alice Li  
781 259-3410

#### DESE – Office of Language Acquisition and Academic Achievement

Nyal Francisco Fuentes - Now in the CCR dept  
Tel. 781 338-3593  
Fax. 781 338-3318

#### Language School Int., Inc.

179 Great Road  
Acton, MA  
Tel. 978 263-0328  
Fax 978 264-9552

#### Translation Center, University of Massachusetts at Amherst

Offers translation and interpretation services in more than 60 languages. Many translators are full-time language teachers. Services also include web page translation, video voice-overs, multilingual word processing, and design. Site includes rates. Documents up to five pages can usually be returned within 48 hours. Documents up to twenty pages can be returned within five working days.  
[www.umass.edu/transcen/](http://www.umass.edu/transcen/)

#### Catholic Charitable Bureau of the Archdiocese of Boston, Inc.

Provides interpreting services to state and private agencies. No translation services provided.  
270 Washington St.  
Somerville, MA 02143  
617 625-1920 ext. 204

#### Cambridge Translation Resources, Inc.

A unit of Language for Industry, a provider of web-based services primarily for the business community.  
186 South St.  
Boston, MA 02111  
617 451-1233 <https://mbbnet.ahc.umn.edu/www/ctr.html>

#### Cross Cultural Communication Systems, Inc.

Provides translation and interpreting services in more than 40 languages in the areas of health, education, legal, business and human services. Other services include language classes and consultation to promote cultural competency.  
<https://embracingculture.com/>

P.O. Box 860  
Winchester, MA 01890  
781 729-3736

Latino Health Institute, Inc.

A major Latino public health organization, which provides translation of documents from, English to Spanish and vice versa. Has experience with health, social service, and education agencies.

95 Berkeley St.  
Boston, MA 02116  
617 350-6900  
[www.lhi.org](http://www.lhi.org)

Peritus Precision Translations, Inc.

Offers translation services in more than 30 languages using certified, native speakers who are selected for assignments based on direct experience within a subject area.

201 Center Hill Road, Suite A  
Plymouth, MA 02360  
508 224-8361     <https://www.peritusls.com/>

Multicultural Community Service of the Pioneer Valley

1000 Wilbraham Road  
Springfield, MA 01109  
413 782-2500

Somali Development Centre, Inc.

205 Green St.  
Jamaica Plain, MA 02180  
617 522-0700

MAPA Translations & Language School

Drita Protopapa, MA, MPH  
302 Union Ave, Ste. 100  
Framingham, MA 01702  
508 309-6309  
[www.mapatranslation.com](http://www.mapatranslation.com)  
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Client Services Administrator Pacific Interpreters

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## APPENDIX B

### LIST OF SCHOOLS AND TELEPHONE NUMBERS

| SCHOOL                                   | ADDRESS                                       | PHONE        | PRINCIPAL  |
|--|---|--------------|--|
| Ashby Elementary School                  | 911 Main Street,<br>Ashby, MA 01431           | 978 743-1005 | Ms. Anne<br>Cromwell-Gapp                        |
| Hawthorne Brook Middle School            | 64 Brookline Street,<br>Townsend, MA<br>01469 | 978 597-6914 | Ms. Chantele Olmstead                            |
| Nissitissit Middle School                | 33 Chace Avenue,<br>Pepperell, MA<br>01463    | 978 433-0114 | Ms. Lauren Young                                 |
| North Middlesex Regional High School     | 19 Main Street,<br>Townsend, MA<br>01469      | 978 597-8721 | Mr. Tim McMahon                                  |
| Spaulding Memorial School                | 1 Whitcomb Street,<br>Townsend, MA<br>01469   | 978 597-0380 | Ms. Kate Guziejka                                |
| Squannacook Early Childhood Center       | 66 Brookline Street,<br>Townsend, MA<br>01469 | 978-597-3085 | Mr. John Judge                                   |
| Varnum Brook Elementary School           | 10 Hollis Street,<br>Pepperell, MA<br>01463   | 978 433-6722 | Ms. Meghan Branco<br>Ms. Ami Dolan               |
| North Middlesex Regional School District | 66 Brookline Street,<br>Townsend, MA<br>01469 | 978-597-8713 | Mr. Brad Morgan,<br>Superintendent of<br>Schools |

## APPENDIX C

### North Middlesex Regional School District Regional School Committee Bullying Prevention Policy

The North Middlesex Regional School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards and strictly prohibits the bullying of students in any form. Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home, and in locations outside of the home.

Bullying is strictly prohibited:

- on school grounds;
- on property immediately adjacent to school grounds;
- at school-sponsored or school-related activities;
- at school-related functions or programs whether on or off school grounds;
- at school bus stops;
- on school buses or other vehicles owned, leased or used by the school district; or
- through the use of technology or an electronic device owned, leased or used by the North Middlesex Regional School District.

Bullying is also prohibited at a location, activity, function or program that is not

school-related or through the use of technology or an electronic device that is not owned, leased, or used by the North Middlesex School District if the act or acts in question:

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school;
- materially and substantially disrupts the education process or the orderly operation of a school.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

#### Definitions:

“Bullying” is 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:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying

“Aggressor or Perpetrator” is a student or a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages in bullying, cyberbullying, or retaliation.

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

“Hostile environment” 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 the student’s education.

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

#### Bullying Prevention and Intervention Plan:

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which includes teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics and shall include the specific steps that the school district shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially.

The Bullying Prevention and Intervention Plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or paraprofessionals. The Principal is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan within the school.

#### Reporting:

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or building equity coordinator who will promptly notify the building principal. Parents/guardians, students, or members of the community are encouraged to report an incident of bullying as soon as possible.

#### Investigation Procedures:

Each school shall have a means for anonymous reporting by students of incidents of bullying, although no formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.



The school principal or principal's designees shall promptly investigate the report of bullying, which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. Appropriate strategies will be implemented to protect the safety and privacy of the target and witnesses during the investigation. The Principal shall also promptly assess an alleged target's needs for protection and, if appropriate, shall develop and implement a safety plan that shall restore a sense of safety for that student. The Principal shall also make a preliminary determination as to the need for referral to law enforcement authorities. The investigation shall be completed within fifteen (15) school days from the date of the report.

If the school principal or principal's designee determines that bullying has occurred they shall promptly notify the parents or guardians of the student who has been the target and/or aggressor, of bullying consistent with the requirements of state and federal law. Additionally, the school principal or equity coordinator shall take appropriate corrective and disciplinary action and if it is believed that criminal charges may be pursued against the aggressor, the principal shall consult with the school's liaison to the police department and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

Disciplinary actions for students or staff members who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal.

#### Retaliation:

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses or has reliable information about bullying shall be strictly prohibited. Retaliation in any form will result in disciplinary action including suspension from school.

#### Target Assistance/Aggressor Assistance:

The North Middlesex Regional School District Regional School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, families and staff members, affected by bullying, as necessary.

#### Training and Assessment:

Ongoing training shall be provided for teachers, school staff, professional support personnel, and administrators who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

#### Publication and Notice:

Annual written notice of the relevant sections of the Bullying Prevention and

Intervention Plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the Bullying Prevention and Intervention Plan including the duties of faculty and staff shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the Bullying Prevention and Intervention Plan applicable to the school.

The Bullying Prevention and Intervention Plan shall be posted on the North Middlesex Regional School District Regional School District's website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.: M.G.L. c.71, §37O; 603 CMR 49.00



## REPORTING AN INCIDENT THAT MAY BE CONSIDERED BULLYING, HARASSMENT or DISCRIMINATION

### **PLEASE NOTE:**

*All reports must be sent directly to building administration (Principal and/or Assistant Principal) in order to be investigated.*

### REPORTER INFORMATION

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

☐ ANONYMOUS

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

#### **I am the:**

- ☐ Target/Victim of the behavior
- ☐ Witness (and not the target)
- ☐ Other: \_\_\_\_\_

#### **My Role is:**

- ☐ Student
- ☐ Staff Member
- ☐ Administrator
- ☐ Parent / Caretaker Family Member
- ☐ Other \_\_\_\_\_

#### **My Best Contact Information is:**

(\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Phone Number

\_\_\_\_\_  
Email Address

If student, state your school: \_\_\_\_\_

If staff member, state your school or worksite: \_\_\_\_\_

## **INFORMATION ABOUT THE ALLEGED INCIDENT/BEHAVIOR**

### **Date(s) of the Incident(s) or Behaviors:**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ through \_\_\_\_ / \_\_\_\_ / \_\_\_\_ or PRESENT

Month / Day / Year

Month / Day / Year

*If specific date information is not known, please describe time frame (e.g. before around Halloween - Thanksgiving Break, etc.):*

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### **Time(s) of the Incident(s)/ Behaviors:**

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*If specific time(s) is not known, please describe time frame (e.g., before school, after school, lunch, etc.):*

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### **Location(s) of the Incident(s) or Behaviors:**

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### **Target(s)/Victim(s):** *Who was the student that may have been impacted, harmed or injured?*

| Last Name | First Name | Grade/School |
|-----------|------------|--------------|
|           |            |              |
|           |            |              |
|           |            |              |

**Alleged Aggressor(s)/Perpetrator(s):** *An aggressor is a student or member of a school staff.*

| Last Name | First Name | Student | Staff | School |
|-----------|------------|---------|-------|--------|
|           |            |         |       |        |
|           |            |         |       |        |
|           |            |         |       |        |
|           |            |         |       |        |

**Witness(es)/Bystander(s):** *List people who saw the incident(s) and/or people you believe may have helpful information about what is reported to have happened.*

| Last Name | First Name | Student | Staff | Other |
|-----------|------------|---------|-------|-------|
|           |            |         |       |       |
|           |            |         |       |       |
|           |            |         |       |       |
|           |            |         |       |       |

### Describe the Incident(s)/Behavior

*Describe the details of the incident(s), behavior(s) and/ or action(s) in detail:*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## SIGNATURE OF PERSON FILING THIS REPORT

*You are certifying under the penalty of perjury that the information provided herein is true and complete to the best of your knowledge.  
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.*

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### FOR OFFICE USE ONLY

**RECEIVED BY (Initials):** \_\_\_\_\_ **DATE:** \_\_\_\_\_

### NOTIFICATION OF RECEIPT OF REPORT (as applicable):

Parent/Guardian of Target(s)/Victim(s): NMRSD STAFF (Initials): \_\_\_\_\_ DATE: \_\_\_\_\_

Parent/Guardian of Target(s)/Victim(s): NMRSD STAFF (Initials): \_\_\_\_\_ DATE: \_\_\_\_\_

Parent/Guardian of Aggressor(s)/Perpetrator(s): NMRSD STAFF (Initials): \_\_\_\_\_ DATE: \_\_\_\_\_

Parent/Guardian of Aggressor(s)/Perpetrator(s): NMRSD STAFF (Initials): \_\_\_\_\_ DATE: \_\_\_\_\_

Local Law Enforcement: NMRSD STAFF (Initials): \_\_\_\_\_ DATE: \_\_\_\_\_

### CONCLUSIONS FROM THE INVESTIGATION:

Finding of Bullying or Retaliation:

\_\_\_\_\_ Yes \_\_\_\_\_ No

### ACTION TAKEN:

\_\_\_\_\_ Warning \_\_\_\_\_ In-School Counseling \_\_\_\_\_ Safety/Behavior Plan

\_\_\_\_\_ Detention \_\_\_\_\_ Community Service \_\_\_\_\_ Suspension

**FOLLOW-UP:**

Target(s)/Victim(s) Date: \_\_\_\_\_

Initial & Date Upon Completion: \_\_\_\_\_

Aggressor(s)/Perpetrator(s) Date: \_\_\_\_\_

Initial & Date Upon Completion: \_\_\_\_\_

Signature & Title: \_\_\_\_\_

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