

KNOX TRAIL JUNIOR HIGH SCHOOL

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STUDENT HANDBOOK 2014-2015

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Funded by:
Knox Trail Junior High Parent Boosters

Welcome to Knox Trail Junior High! This agenda book contains important information that will help you succeed in school. Included in this agenda book is the student handbook, where our rules and procedures are explained. It is your responsibility to learn the information contained in the student handbook and to share that information with your parents. You will find that the rules and procedures are designed to encourage mutual respect in a safe, challenging learning environment. If you work hard every day and treat everyone you meet with respect, you will succeed academically and make lasting friendships. Please keep this agenda book with you at all times – you will use it to record your homework and project assignments each day, and it will serve as your hallway pass. Becoming familiar with, and using, this agenda book will help you make the most out of your time at Knox Trail Junior High.

Best wishes for a successful year,

Joyce Nelson, Principal

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Handbook Review and Revision

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

Massachusetts General Laws Chapter 71, Section 37H

The school committee of every city, town, or district shall publish its adopted rules or regulations pertaining to the conduct of teachers or students. Copies of the rules or regulations shall be provided to any person upon request, and without cost, by the principal or headmaster of every school within each city, town, or district. Such rules or regulations shall not become effective until filed with the commissioner of education, accompanied by a certification by the committee that copies of the rules or regulations are available as previously set forth.

Please be advised that any supplementary student handbook material passed out together with this booklet shall be treated as part of the student handbook and where appropriate shall replace materials already included within this book. It shall be the responsibility of individual students to be thoroughly familiar with such supplementary materials, if such are circulated, and to retain them for reference throughout the year.

The Knox Trail Junior High School - Mission Statement

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

School Policies

Attendance

It is imperative that all children attend school on a regular basis. When attendance is poor, the student is at risk for retention. The following policies address school attendance.

- For all student absences, a note from the parent/guardian explaining the absence must accompany the student upon return to school.
- Students must be in homeroom by 7:40 AM. Students arriving after 7:40 AM are considered tardy and must report to the main office for a pass.
- Students should not seek dismissal from school for appointments that can be made after school hours. If an early dismissal is necessary, the student must present a written request to the main office advising the office of who will be picking the student up and the time of dismissal. Students can only be released to a parent/guardian.
- In the event of an early dismissal due to inclement weather, parents should have a plan in place to ensure adequate supervision at home.
- Students must attend at least ½ of the day to be eligible for participation in any after school program or extracurricular activities.
- To be eligible for a perfect attendance award, a student must have zero absences, zero tardies, and zero early dismissals for the year.

Excused Absences constitutes excusal from a health care provider.

- Absence due to short-term illness or injury. Repetitive and/or chronic absence due to illness or injury may be required to produce a letter from a health care provider.
- Pre-arranged absence due to participation in, or attendance at, any non-school sponsored activity/event on a school day. Pre-arranged absences require the principal's approval.

**Students who anticipate applying to Bay Path Regional Vocational High School must provide a physician's note to excuse any medical absences due to illness or injury, regardless of length, in order to avoid a loss of points on the application. This pertains to both seventh and eighth grade students.*

Unexcused Absences

Absences without written documentation are considered unexcused. Absences from school for vacations are also considered unexcused. Please contact the principal if a student is going to be absent from school for more than three days as the result of a planned vacation.

Consequences for Excessive Unexcused Absences/Tardies

- Unexcused absences beyond 8 days quarterly, every 45 school days, are considered excessive and in violation of Massachusetts State Law for truancy.
- This type of attendance record may affect the student's progression to the next grade level.
- Students who are tardy to school exceeding 6 may be required to make up the time after school. Parents will receive written notification if student exceeds 8 tardies by administration regarding attendance concerns. If a student continues to be late to school, a second letter may be sent to the parent requesting a meeting.
- Students with excessive absences will receive a phone call from the nurse at or around 6 days, a letter will be sent home at or around 8 absences. Lastly, parents will receive notification to meet with administration if absenteeism exceeds 12 days.

If attendance concerns continue, the principal and/or designee may:

- Refer the problem to the Superintendent of Schools
- File a CRA (Child Requiring Assistance) petition with the court if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families
- File a 51A with the Department of Children and Families for suspected child abuse or neglect. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.
- A student who is absent from school may not participate in after school activities.

Discipline

Every pupil is expected to adhere to the regulations contained within this handbook. Depending upon the severity of misconduct, each case will be remediated by the teacher and/or the

administration. Involvement of the Superintendent and/or School Committee is reserved for the most severe instances.

Each case of misconduct is specific and, as such, is affected by different circumstances. It is the ultimate responsibility of the administration to screen information related to each case and to render the appropriate decision necessary for remediation. In general, the severity of the behavior and/or the frequency of disciplinary referrals will dictate which of the following measure(s) will be taken. These measures may be utilized individually or interchangeably:

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

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

Searches by Staff

The right to search students and inspect a student's property is inherent in the authority granted to school committees and administrators.

Searches of students, their possessions, their vehicles, or their lockers will be conducive both to the preservation of individual rights and the atmosphere supportive of the educational process. Whenever a student search is conducted, the following shall apply:

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

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

Suspensions and Expulsions

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

Due Process Rights of All Students

In cases of suspensions for ten days or less, the student has the following rights.

- The right to oral or written notice of the charges against him/her
- The right to an explanation of the evidence, which the school authorities have against him/her
- The opportunity to present his/her side of the story

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

In-School Suspensions

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

Out-of-School Suspensions

Suspension from school is a punishment for serious misconduct of a disruptive or criminal nature. This may include, but is not limited to, the following infractions: smoking, drinking, use of drugs, attacking other students, disruptive behavior, sexual harassment, vandalism, possession of weapons, stealing, and use of fireworks. It is essential that the parents meet with the assistant principal or principal to discuss the problems that have resulted in the suspension, and the parent/student will be informed of their rights regarding due process.

Any student who has been suspended is not to be on school grounds or at school events during the suspension period. A student on out of school suspension is responsible for all schoolwork, and schoolwork will be provided during the suspension period. *In all cases involving the violation of State/Federal laws, the school has the legal obligation and responsibility to notify the local police departments.*

Principal's Authority to Expel

Section 37H of the Massachusetts Educational Reform Act (1993) gives the principal authority to expel a student who is found on school premises or at school sponsored or school-related events in possession of a dangerous weapon, explosives, or a controlled substance (drugs and alcohol), or who assaults school personnel on premises or school related functions.

The expulsion period can be up to one year. In an expulsion hearing, the student has the following rights:

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

Expelled students have the right to appeal the principal's decision to the superintendent.

Suspension/Expulsion: Felony Complaint or Conviction

In accordance with the Education Reform Act of 1993, Chapter 71, Section 37H 1/2, the principal may take disciplinary action if a student is charged or convicted of a felony:

If a student has been issued a criminal complaint for either a felony or a felony delinquency, the principal may suspend or expel the student for a period of time if the principal determines that the student's continued presence at school would have a substantial detrimental effect on the general welfare of the school. The student shall have the same rights as under section 37H stated above.

Expulsion: Other Offenses

For the commission of any offenses not included within Massachusetts General Laws Chapter 71, Section 37H and 37H 1/2, the principal may refer the student to the School Committee with a recommendation for expulsion pursuant to General Laws Chapter 76, Section 17. Any student who is referred to the School Committee for an expulsion hearing shall be notified in writing of an opportunity for a hearing, of the right to be represented by counsel at the hearing, and of the right to present evidence and witnesses at said hearing before the School Committee. The School Committee shall hold a hearing with the student's parent or guardian as soon as possible after the principal's referral to an expulsion hearing. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The School Committee shall render a decision within five (5) calendar days of the hearing. Such decision shall be the final decision of the school district with regard to the expulsion.

Special Education Provisions

The State Department of Education has adopted a policy regarding “disciplining students with special needs” which implements Chapter 71B, Section 3, of the state law. This policy outlines additional procedures and protections for students on Individual Education Plans and is available in full at the Principal’s office of each school.

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

When it is known that the suspension(s) of the special needs student will accumulate to 10 days in a school year, a review of the IEP will be held. One finding may be that the IEP must be modified to reflect a new program designed to better meet the student’s needs. Also, the TEAM may conclude the IEP and the suspension are appropriate, but in this case an amendment will be developed to provide the delivery of special education services during the period of exclusion, and the original IEP will be modified to affect a long-term plan designed to assure continued involvement with an educational program. If a suspension will result in accumulated exclusion of more than 10 days with the current IEP, immediate written notification of the suspension must be made through the school system’s Director for Special Needs to the appropriate regional office.

Special Education and Student Discipline

The school district observes the state and federal guidelines pertaining to the application of discipline to children and students eligible under the Individuals with Disabilities Education Act (IDEA), including manifestation determination and all other due process provisions, and considers the student's IEP when taking or considering disciplinary action. The student's IEP Team may consider and make modifications to the code of conduct where appropriate.

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

- School personnel may suspend an eligible special needs student for up to 10 days;
- After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal, the public school provides sufficient services for the student to continue to receive a free and appropriate education;
- A suspension of longer than 10 days or a series of suspensions that is shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
- Prior to a suspension that constitutes a change in placement, the Team convenes to:

Develop or review a functional behavioral assessment of the student's behavior intervention plan or develop an assessment plan;
To identify alternative educational setting(s) and To determine the relationship between the disability and behavior, "a manifestation determination."

- If the team determines that the behavior IS a manifestation of the disability, then the District takes steps (with parent consent) to correct the IEP, the placement, or the behavioral intervention plan.

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

- If the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function, or if the District provides evidence that the student is “substantially likely” to injure him/herself or others and a hearing officer orders the alternative placement, and
- The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP, and provides services to address the problem behavior.
- The District provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted IEP or the interim alternative placement, unless the parent and the school district otherwise agree.

7/1/08

As Requested by: DESE- CPR Audit/Corrective Action Plan

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

An exception to the prohibition against removing students whose behavior is linked to their disability commits an infraction involving illegal drugs or alcohol, without disabilities would be disciplined for the same infraction without considering whether the alcohol or drug use is linked to the student’s disability or an inappropriate placement.

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

demonstrated by the child. The school or District is not deemed to have knowledge of a disability if the parent has not allowed an evaluation or has refused special education and related services, or the child has been evaluated and determined not to be a child with a disability.

Procedural requirements for students not yet determined eligible for special education.
603 CMR 28.00 Special Education Regulations – Massachusetts State Law for Special Education Services

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

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

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

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

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

Special Education services are provided in the following areas:

1. Behavior and Emotional Needs – Classes for students with adjustment problems and students with re-integration into the regular classroom;
2. Specific Learning Needs – Learning Disability Programs assist students needing help in learning skills through tutorial services, individualized learning help and resource rooms;

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

Code of Conduct

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

- Abusive behavior, violence, force, coercion, bullying, threats, intimidation, insubordination, instigation of a fight, or other similar conduct that endangers another person's safety or violates their civil rights.
- Breach of security, or any behavior that compromises the safety of the School, including: tampering with the physical plant (i.e. locks, alarms, windows, keys),

entering vehicles, and/or unauthorized use of telephones, computers, and equipment.

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

- The code of conduct is applicable to Students with Section 504 Accommodation plans.
- MGL. C.76 Section 5. Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

Personal Appearance

Student dress is deemed unacceptable if it is a distraction to the educational process. The wearing of inappropriate inscriptions (profanity, alcohol, tobacco, sexual innuendo, violence, gang-related apparel, and drug promotion) is not permitted. Students may be asked to remove items that display inappropriate inscriptions and/or may be sent home to change. Students are not allowed to tie tops up when it results in exposure of skin. Students are not allowed to wear tank tops unless they are used as an undergarment. The school expects students to be clean and neat at all times. Students are not allowed to graffiti themselves with ink, paint, etc. When a student's hands are extended at their sides, skirts and shorts should not be above fingertip level. No torn clothing with the same guidelines. Midriff tops that expose the midsection will not be allowed. Students wearing tops with thin straps and low cut necklines will be asked to change. Pants must be worn at the waist. Wearing pajamas will not be allowed, including for physical education. Hair should not cover eyes, nose, or mouth. Face must be seen. During participation in Physical Education classes, students are required to remove all jewelry including piercings for safety reasons. Clothing for the outdoors - coats, hats, boots, etc. – should not be worn in school. No clothing and/or accessories can be worn that are deemed to be a safety hazard (chains, sharp earrings, stud bracelets, etc.). Due to safety considerations backpacks/book bags must be left in the locker.

In cases requiring administrative disciplinary action, mitigating and/or unusual circumstances will be considered; nothing above prohibits the principal/assistant principal from exercising discretionary authority.

Detention

If a student receives a detention from a teacher or administrator for serious misconduct, the following procedures will apply:

- **PARENT NOTIFICATION** –A student will receive a written detention slip to be signed by a parent/guardian regarding the assigned detention. A parent conference will be required if a child receives an excessive number of detentions in any marking term. Students will be given written notification of the detention to take home to be signed by the parent/guardian and returned.
- Students must report to office detention at 2:05 p.m. Detention ends at 3:00 p.m.
- A bus student may serve his/her detention the day after a detention is issued. Parents should make arrangements to pick the student up at 3:00 p.m. unless otherwise notified.
- No one is excused from detention. Should transportation be a problem, arrangements can be made to serve the detention the next school day with a note from the parents.
- Failure to report to detention may result in an additional detention or extended time on the detention and/or in school suspension.
- Repeated infractions may result in the student staying for an extended detention up to 4:00 p.m. as deemed appropriate by the administration
- Serving a detention takes precedent over participation in extra-curricular activities.
- Further discipline may be imposed when a student continues to have excessive detentions, which may include extended detention time and/or suspension. The school relies heavily on parents to aid in the growth of their child's self-discipline. Parents, teachers, and administrators must work cooperatively to help the student become a self-disciplined individual. Whenever a question concerning discipline arises, parents are encouraged to contact the assistant principal.

Cheating/Plagiarism/Forgery

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

Hazing and Harassment

Every student has the right to attend this school without being threatened or intimidated by other students. If for any reason a student is threatened, harassed, or bullied at school or while on the school bus, the student should report the incident to a teacher or the school administration. If a student observes such behavior he/she should report the incident to a teacher or the administration. Students found guilty will be punished with a detention or suspension; said individuals may also face consequences as defined by state law.

In 1985 it became illegal to practice hazing in Massachusetts public schools. “Whosoever is a principal organizer or participant in the crime of hazing...shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.” (Chapter 5356)

Massachusetts Hazing Law Commonwealth of Massachusetts General Laws

269:17, 18, 19

269:17 HAZING: ORGANIZING OR PARTICIPATING: HAZING DEFINED.

Section 17. 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.

269:18 FAILURE TO REPORT HAZING.

Section 18. 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.

269:19 Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Daily Expectations

Before School

- Upon arrival for the school day, students report to the parking lot/basketball court area adjacent to the cafeteria/gym and stay on the asphalt behind the painted line until the opening bell.
- Students may not enter the building before school unless they have a pass from a teacher or an administrator.

Corridor Conduct during School

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

After School

- First round bus students should leave the building at 2:05
- Second round bus students, students being picked up, and walkers should leave the building at 2:10
- Bus students wait on sidewalks, stay off grass/mud
Students who play sports are not to leave school prior to second dismissal for practice or games. Exceptions may be made by administration when students have an away game.
- Students who leave school prior to their designated time may face disciplinary action including detentions or suspensions.
- Driving in the circular driveway is prohibited.
- All parent's should drop off and pick students up in the parking lot.

Academic Section

Notice to Parents

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

- Whether the Massachusetts Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Massachusetts Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teacher's aides or similar paraprofessionals (Title 1 only) provide services to students, and if they do, their qualifications.

State Mandated Testing – MCAS

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

MCAS testing has several purposes:

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

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

Course Expectations

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

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

- Grading procedures

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

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

Extra Help

- Teachers will provide students with opportunities to obtain extra help □ Peer tutoring can be arranged as needed after school and during advisory.
- Teachers may be contacted via email, which is available through the parent/guardian PowerSchool account or on our school website **Homework and Grading**
- Homework is intended to be an extension of the classroom assignment.
- Student is responsible for completing his/her assignments.
- Work is expected to be completed and passed in on time.
- Students should be able to complete most assignments in 20-30 minutes per class. Students have a maximum of five (5) school days to complete work after an absence.
- If a child is out three or more days, an assignment sheet will be completed by the teachers and sent home upon request.
- Teachers may issue an incomplete grade to a student for a marking term when extenuating circumstances exist. When a student gets an incomplete grade, the student has ten (10) school days to complete their work.

PowerSchool Access

- All parent/guardians are given a username and a password which allows parents/guardians to go online and monitor student progress at www.sebpowerschool.org.
- Parents may expect grades to be updated at least every ten (10) school days.

Progress Reports

- During the course of a year, parents may request assistance by calling the school so they can access their PowerSchool account. A PowerSchool account enables parents to view student progress on a daily basis. For efficiency's sake, we encourage parents to take advantage of PowerSchool at www.sebpowerschool.org. This eliminates the need for paper progress reports.
- Grades and teacher comments will be updated at the midpoint of each grading term
 - Parents who wish to receive a paper copy of their child's progress report may do so by putting their request in writing.

Report Cards

- Report cards will be issued on paper to students four times during the school year.
- Each marking period will be approximately nine (9) weeks in length.
- Parents are advised that report cards will be issued one week after marks close.
- Parents must sign the bottom of the report card and return it to school by the due date
- Students who do not return the signed portion of the report card may be required to serve an after school detention
- Report cards determine eligibility for extra-curricular activities, dances, and sports. Progress reports will be used to update the eligibility list, to deny or restore eligibility.
- The fourth quarter report card will be mailed home.

The grading system will be as follows:

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

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

- Letter grades will be placed on report cards for each marking period.
- The teacher will provide comments regarding student progress, including conduct, effort and performance.

Honor Roll

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

Promotion/Retention

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

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

- Parents are encouraged to go online and monitor student progress on a regular basis through their PowerSchool accounts at www.sebpowerschool.org.
- Teachers are expected to notify parents when there is a concern.
- The pupil may be referred for evaluation under Chapter 766, if not already evaluated.
- With parental approval, the education plan is administered and remedial instruction is provided. Parents will be notified in January, and no later than the end of the third marking period, that retention is a strong possibility.
- The school will make the final determination regarding retention. The input of parents, students, teachers, and specialists will be sought when making this determination. Parents may appeal the school decision to the superintendent and the school committee.
- If a student is retained, the student will be assigned to new teachers where possible. Parents may also consider school choice for the following year.

Parent Conferences

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

Guidance Services

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

General Information Access to a full range of education programs

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

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03

Publication of Certain Student Information

Under Department of Education regulations, the school may release for publication certain information concerning a student. This information includes student's name, picture, videos, participation in officially recognized activities and sports, honors, awards, and postjunior high school plans. Parents may request in writing that this information remain confidential.

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

School Property

The school property is defined by fencing. Students in an unauthorized area will be disciplined. Students trespassing on our neighbors' property may be suspended from school. Students are expected to stay on paved walkways to and from school. Neither skateboards nor bicycles are allowed at school.

Entrance and Exit of the school building

Upon entering school grounds in the morning, students should use the circular sidewalk to the side parking lot. Walkers should not arrive earlier than 7:20 a.m. All students should congregate in the parking lot/basketball court area adjacent to the cafeteria/gym side of the building.

Student Responsibility – School Materials

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

Lockers

Lockers are assigned to each student. Students are responsible for keeping their lockers neat, clean, and locked at all times. Failure to lock lockers may result in disciplinary action.

Students must use school issued locks. Students will be charged \$5.00 if their lock is lost or stolen. School authorities, acting in the interest of maintenance, health, and safety may inspect school properties, including student lockers and any vehicle parked on school property. Students are not permitted to have open drinks in their lockers.

Hall Passes

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

Library/Media Center

- The library media center is open most days from 7:30-2:00.
- Students are encouraged to be responsible with library books – library books should be returned on the due date and all students are responsible for lost, stolen, or damaged books.

Telephone Use

A telephone is available in the waiting room of the administrative offices for student access. It can be used during the student's lunch time with permission. This phone should not be used for making social plans but rather to arrange after-school activities as needed. Parents may call the school to leave messages as needed for their child. Please be reminded that the use of cell phones by students during the school day is prohibited.

Bus Transportation

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

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

Field Trips

Educational field trips are a supplemental activity in the schools and are not part of the required curriculum. The sponsoring teachers have the discretion to exclude any student from a field trip for academic or behavioral issues.

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

Cafeteria Expectations

School lunches may be purchased on a weekly or monthly basis each Monday by presenting compensation for the week to the cashier. Students are expected to conduct themselves in a courteous and orderly manner. There will be no "cutting" of the line, no borrowing money from teachers or cafeteria staff, and no food or beverages can be taken from the cafeteria. Students are to remain seated during lunch. Students are expected to take their tray, dirty dishes, and trash to the cleaning area once dismissed. Students are to leave the table clean with their chair placed back in position under the table.

Inappropriate cafeteria behavior i.e.: (throwing food, disturbing others, etc.) may result in removal from the cafeteria and/or further disciplinary action.

Lunch Charging Policy

It is the policy of the Spencer-East Brookfield School District to activate the Lunch Charging Policy on any and all students without a lunch or the sufficient means to purchase a lunch.

The School Food Service Program is a self-sufficient program so it is not financially equipped to recover the cost of lunches owed.

A peanut butter sandwich and juice (cheese sandwich when peanut sensitive) will be given to any student who does not have a lunch to purchase a lunch for no more than three consecutive days, free of charge.

If a child has received three consecutive days or has abused the policy, the cafeteria manager will notify the school administrator, who will then contact or set up a meeting with the student's guardian to discuss the Lunch Policy.

If the child's guardian chooses to ignore the recommendation of the administrator, and continues to send the child to school without a lunch or sufficient means to purchase a lunch, it then will be treated as a neglect situation.

Although we are aware of the financial burden and the hectic schedules on parents today, it is the parent/guardian's responsibility to provide a lunch or other means of payment for meals rendered.

If you have any questions or concerns, please do not hesitate to call Food Services Director at (508) 885-8573. A copy of the Free & Reduced form is at the end of the rules.

Fire Drills

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

Dances

Dances provided for the students in Grade 7-8 are open to Knox Trail students only. Parents should provide transportation to and from the dance. Students must have a ride home at the end of the dance. Unless otherwise noted, dances begin at 6 PM and end at 8:30 PM.

Students must remain until the conclusion of the dance unless a parent/guardian comes in to pick them up. All school rules are in effect at school functions.

Extracurricular Activities

Knox Trail offers a number of extracurricular activities. All extracurricular activities are non-discriminatory. Students are provided equal opportunity and are encouraged to participate regardless of race, color, national background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other human differences. We believe the skills and friendships developed in these activities help build the foundation for future success. New clubs and activities are also encouraged – students need only to find a sponsor for their particular interest.

Drama Club	Robotics Club
Interscholastic Cross Country	Intramural Basketball
Yearbook	Cheerleading
Interscholastic Basketball (boys & girls)	Soccer (Fall)
Interscholastic Baseball	Peer Leaders
Interscholastic Softball	

Scholarships, Prizes, and Awards

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

Eligibility for Participation

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

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

Grades – Students must pass Mathematics and English in order to be eligible. Any student with more than one F in any other subject will also be deemed ineligible. Academic eligibility will be based on the quarterly report cards. When progress reports are issued, a student who is ineligible to participate in extracurricular activities may have their eligibility restored.

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

Physical Examination for Sports

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

Chapter 622 and Title IX

It is the policy of the Spencer-East Brookfield Regional School District not to discriminate on the basis of sex in the educational programs, activities, or employment policies as required by Title IX of the 1972 educational amendment. Likewise, all courses, activities, and services offered by the school are available without regard to race, color, sex, religion, national origin, sexual orientation, or disability. Pupil Services coordinates Title VI, Title IX, and Section 504. Any complaints/concerns should be directed toward Pupil Services Director, Dr. Karen Zaleski, at (508)-885-8515. This is in compliance with Chapter 622 of the Massachusetts State Regulations (1971).

Non-Discrimination Policy

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

These laws are in accordance with M.G.L. c.76, s.5 and are based in the following:

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)

- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Age Discrimination Act of 1975 (prohibiting age discrimination)
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive Federal financial assistance)

The Spencer-East Brookfield Regional School District's Civil Rights Coordinator is, Director of Pupil Services, 302 Main Street, Spencer, MA 01562. The Director of Pupil Services can be reached at (508) 885-8515.

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

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

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

Send Form To:
565-1343 (TDD)
Office for Civil Rights
U.S. Department of Health & Human Services
JFK Federal Building – Room 1875, Boston, MA 02203

(617) 565-1340; (617)

(617) 565-3809 Fax

Any recipient of a discrimination complaint may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under the five statutes listed above.

Peer Mediation

The purpose of Peer Mediation is for students to resolve their differences with the help of trained Peer Mediators and an adult observer. Mediation is voluntary and confidential. Everything said in a mediation session will be kept private unless it is life threatening or illegal. Students can be referred for mediation by faculty, administration, or student request.

Electronic Equipment

IPODS, CD Players, cellular phones or other electronic devices are disruptive to the school environment and are not allowed during school hours. Any electronic device that is found in the possession of a student or is being used by said student, during the school day, will be given a warning for the first offense, will be confiscated the second offense will be given detentions for multiple offenses thereafter. In all cases, the administration has the right to view all activity on the cell phone and/or device. In addition a parent will be required to pick up all confiscated electronics. At the discretion of the administration, the student may be able to pick up other confiscated items at the end of the school day. Repeat offenses may result in a conference with the administration.

Acceptable Use Policy

Use of the Knox Trail Junior High School Network is a privilege and will be extended to individuals as long as the Student Network Agreement is signed and adhered to according to the rules of the Acceptable Use Policy given to each student at the start of the school year. Failure to adhere to the Acceptable Use Policy will result in the termination of this privilege and the student could face additional consequences, including the possibility of detention and/or suspension.

Health Services

School health policies have been developed to protect the health and promote the safety of the children while at school. The school nurse's office is located in the administrative wing. Each day, calls will be made to the homes of students who are absent from school and whose parents/guardians have not contacted the school to inform us of the absence. The following information serves as a guide to the health services program:

- If a child becomes ill at school, the school nurse will initiate a dismissal to a parent/guardian or emergency contact.
- Chronic illnesses, communicable diseases, and severe allergies must be reported to the school nurse immediately.
- The school nurse will provide first aid treatment to any student injured on their way to school or on the school premises, unless he/she is unavailable.
- Hearing and vision screenings are done on 7th grade students. Only failure notices will be mailed home.
- Postural screening is performed on all students. Only abnormal observations will be mailed to parents.
- School policy requires physicals on 8th grade students if one has not been provided to the school in the past four years. Parents must obtain one from their physician and provide the school a copy of the physician's report.

Availability of in-school programs for pregnant students.

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

Elevator Use

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

Administration of Medicine at School Inhaler Use

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

Medication Policy

As a general policy, no medication will be dispensed at school except those designated as emergency medication. Examples of such emergency medications are those required for diabetic reactions, asthmatic attacks, and anaphylactic reactions. With other medications, students are to have their schedule arranged by their family doctor so as to avoid needing medication during school hours. These include medicines required three or four times a day. This policy does not apply to psychotropic medication covered under the regulations found in Mass. General Law CH71 section 54B.

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

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

Non-Prescription Drugs

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

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

Spencer East Brookfield Regional School District Bullying Prevention and Intervention Plan

I. Leadership

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

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

Principal and Assistant Principal

Guidance Counselor

Student Support Team – Administration, Guidance Counselor, School Nurse,
Adjustment Counselor(s), Special Education Staff, and School/District Psychologist
School Council

Faculty supervisors of Peer Mediation

Parent Teacher Organization

Professional Development Committee

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

- The Student Support Team and the School Council will assess the adequacy of current programs, review current policies and procedures, and review available data on bullying and behavioral incidents to reveal patterns of behavior and areas of concern. When patterns and areas of concern are prevalent, the School Improvement Plan will be revised to provide prevention and intervention strategies through age-appropriate curricula and

in school counseling, group treatment, mediation and other school support services.

- The Student Support team will collect and analyze data on the prevalence and characteristics of bullying. The Student Support team will also conduct annual staff, student, and parent surveys to assess school safety and climate.
- The Professional Development Committee, in partnership with the Student Support team, will review curricula, training programs, and behavioral health services available to the school. The committee will keep a record of the bullying prevention and intervention curricula delivered within the building, and coordinate professional development for the entire staff.
- Where necessary and appropriate, both the Student Support Team and Professional Development Committee will partner with parents and outside agencies including You Inc., Community Health Link, the District Attorney's office, the Department of Children and Families, the Massachusetts Aggression Reduction Center, and other social service agencies to meet the needs of the building.

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

1. Administration and Guidance shall be responsible for handling all complaints of bullying. All bullying incidents must be reported to the Principal, Assistant Principal or Guidance Counselor.
2. The Student Support Team and the School Council shall collect and analyze building and/or school wide data on bullying to assess the extent of the problem and to measure outcomes. When necessary and appropriate, these two groups will make recommendations to amend the School Improvement Plan.
3. Administration and Guidance will record and track all incident reports and have access to all information related to targets and aggressors.
4. The Professional Development Committee and the Administration will plan for ongoing professional development and supervise the curricula the school.

Administration will arrange for the District Attorney's office to provide all staff with bullying prevention and intervention training annually. The committee will also review and approve readings and discussion topics within the ELA curriculum and evidenced-based lessons within the Physical Health and Education curriculum to specifically address bullying prevention.

5. The Student Support Team will plan supports that respond to the needs of targets and aggressors.
6. Administration and the School Council will work to choose and implement curricula that the school or district will use. In addition, trained peer mediation supervisors will provide training to students on bullying prevention, mediation, and peer leadership. In addition, these trained peer mediation supervisors will chose a group of students and train them in conflict mediation and bullying prevention, and the student support team will meet weekly to review all student concerns, prevention, and intervention planning.
7. The Student Support Team, the Parent Teacher Organization, and the School Council will review all policies and protocols relating to the plan.
8. Administration will conduct an annual review of student and staff handbooks and codes of conduct and amend these documents in accordance with datasupported recommendations and Massachusetts General Law.
9. Administration, Guidance Counselor, and the Student Support Team will engage families through annual surveys and through the provision of informational materials. All parents will be invited to attend a bullying prevention training provided by the District Attorney's office.
10. Administration, the Student Support Team, and the School Council will annually review and update the Plan.

D. Priority Statement: All students deserve the opportunity to work and learn in an environment of mutual respect. In order to create and maintain such an environment, students must treat each other with courtesy, consideration, and appreciation. The Spencer East Brookfield community is committed to adhering to the Spencer East

Brookfield policy of providing a learning environment and work atmosphere for students, employees, and visitors that is free from harassment, bullying, hazing, and intimidation. Therefore, harassment, bullying, hazing, or intimidation in all forms is prohibited in all schools.

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

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

II. Training and Professional Development

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

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

bullying prevention and intervention and share these findings with the Committee.

- Section IV of Policies and Procedures describes the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation.

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

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

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

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

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;

- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
 - Maintaining a safe and caring classroom for all students.

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

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

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

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

- School Based Counseling from any or all of the following members of the student support team (Guidance, School adjustment Counselor, School psychologist, Assistant Principal, C.H.L. clinician).
- School Based Psycho-Educational Group programs provided by a member of the Student Support Team
- Peer Mediation provided by trained peer and staff mediators.
- In addition to appropriate consequences, a Restorative Justice/Practices conference may be convened for the purpose of:

- (i.) Restoring relationships that have been negatively impacted;
- (ii.) Holding people accountable for their misbehavior;
- and; (iii.) Preserving the dignity of all parties.

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

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

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

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

IV. Academic and Non- Academic Activities

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

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

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

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

- Setting clear expectations for students and establishing school and classroom routines;

- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problemsolving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

I. Policy Prohibiting Peer Harassment and Bullying

A. Reporting bullying or retaliation: Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

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

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

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

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

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

B. Responding to a report of bullying or retaliation:

1. Safety

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

person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

2. Obligations to Notify Others

- a. **Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. **Notice to Another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled

in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

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

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

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

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

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

- D. **Determinations:** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

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

E. Responses to Bullying:

1. Teaching Appropriate Behavior through Skills-building

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

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

- making a referral for evaluation.

2. Taking Disciplinary Action

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

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

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

3. Promoting Safety for the Target and Others

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

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

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources.** The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or

school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

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

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, is prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

VIII. DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

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.

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

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX A.

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report:

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

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

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

**Your contact information/telephone
number:** _____

4. If student, state your school:

_____ **Grade:** _____

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

6. Information about the Incident:

Name of Target (of behavior):

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

Date(s) of Incident(s):

Time When Incident(s) Occurred:

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

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

Name: _____ ☐ Student ☒ Staff

☐ ☐

☐ ☐

☐ Other _____

Name: _____ Student Staff

☐ Other _____

Name: _____ Student Staff

☐ Other _____

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

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report:

_____ **Date:** _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ **Position:**

_____ **Date:** _____

Signature: _____ **Date**

Received: _____

II. INVESTIGATION

1. Investigator(s): _____

Position(s): _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____
☐ Interviewed target Name: _____ Date: _____
☐ Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No
Any previous incidents with findings of BULLYING, RETALIATION

☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES ☐ NO ☐ Bullying
☐ Incident documented as _____ ☐ Retaliation ☐
Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian
Date: _____
☐ District Equity Coordinator (DEC) Date: _____ ☐ Law Enforcement
Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ STEP referral ☐ Suspension ☐
Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning:

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____
Follow-up with Aggressor: scheduled for _____
Initial and date when completed: _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent: Date** _____
(If principal was not the investigator)

Signature and Title: _____

SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT
BUS RULES FOR STUDENTS

WAITING FOR BUS

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

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

LOADING AND LEAVING BUS

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

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

IMPORTANT TO REMEMBER

- ✓ **Stay out of the danger zones – around the bus**
- ✓ **Always stay at least 10 feet from the school bus**
- ✓ **Once inside the school bus, take a seat as quickly as possible and put your belongings on your lap**

- ✓ **A school bus cannot be put into motion until all students are seated and orderly**
- ✓ **Listen carefully and obey all directions from the driver**
- ✓ **You must wait until the school bus comes to a complete stop before standing up to get off**

RIDING THE BUS

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

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

BUS TRANSPORTATION – WARNING SYSTEM

Any students who violate the rules on the bus will receive a BUS

TRANSPORTATION WARNING. This must be signed by the parent/guardian and returned to the driver when the student boards the bus the following day. The driver will then submit a copy to the Principal, return a copy to the student and keep a copy on the bus.

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

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

BUS PASSES

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

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

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

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

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

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

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

540 CMR: REGISTRY OF MOTOR VEHICLES

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

Section

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27.01: Scope and Applicability

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

27.02: Definitions

In addition to the definitions contained in M.G.L. c. 90, § 1, the following definitions shall also apply.

School Grounds. For the purposes of 540 CMR 27.00, school grounds shall mean in, on or within 100 feet of the real property comprising a public or private accredited preschool, accredited Head Start facility, elementary, vocational or secondary school whether or not in session, and shall include any athletic field or

facility and any playground used for school purposes or functions which are owned by a municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility, or playground.

27.03: General Restrictions

- (1) No motor vehicle operator shall cause or allow the engine of any motor vehicle operated by him or her on school grounds to idle unnecessarily, except under the conditions described in 540 CMR 27.04: Exemptions.
- (2) A motor vehicle operator shall not idle a motor vehicle within 100 feet from a known and active school air intake system, unless the school has determined that alternative locations block traffic, impair student safety or are not cost effective. Reasonable efforts should be made by schools to identify by signage all such known and active air intake systems.

27.04. Exemptions

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

(a) Traffic Conditions.

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

(b) Queuing at a School.

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

27.04: continued

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

(d) Cold/Hot Weather - School Buses.

1. If the interior temperature of any school bus is less than 35° F, then idling is allowed to heat the interior of the school bus for a period or periods aggregating not more than three minutes in any 15 minute period during which the school bus is waiting to accept or discharge passengers; or

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

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

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

27.06: Training of School Bus Drivers

- (1) The Registry of Motor Vehicles shall notify, during the annual school bus driver certification process required by M.G.L. c. 90, all individuals certified and endorsed to be school bus operators of the requirements of M.G.L. c. 90, § 16B and 540 CMR 27.00 relative to idling on school grounds and of the consequences of not complying with those requirements.
- (2) School bus companies within the Commonwealth of Massachusetts shall ensure that each school bus driver employed by them, upon employment and at least once per year thereafter, is informed of the requirements of M.G.L. c. 90, § 16B and 540 CMR 27.00 relative to idling on school grounds and of the consequences of not complying with those requirements.

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

(f) Safety and Emergencies.

1. To ascertain that the school bus or other commercial vehicle is in safe operating condition and equipped as required by all provisions of law, and all equipment is in good working order, either as part of the driver's daily vehicle inspection, or as otherwise needed; or
 2. To operate the flashing signal lamps and/or stop signal arm devices required by law where the operation of those devices can not be undertaken by battery power alone; or
 3. To operate defrosters, or other equipment to ensure the safe operation of the vehicle, or as otherwise required by federal or state motor carrier safety regulations, or other local requirements; or
 4. To operate a heater or an air conditioner for only the period necessary to ensure a reasonable interior temperature in a vehicle that has, or will have, one or more children aboard with temperature sensitive disabilities; or
 5. To operate a lift or other piece of equipment designed to ensure safe loading, unloading, or transport of persons with one or more disabilities; or
 6. Use of school bus as an emergency vehicle. (g)
- Maintenance of Operations.
1. For testing, servicing, repairing, or diagnostic purposes; or
 2. To recharge a battery or other energy storage unit of a hybrid electric bus.

27.05: Signage

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

NO IDLING.

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

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27.07: Penalties

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

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

27.08: Enforcement

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

REGULATORY AUTHORITY

540 CMR 27.00: M.G.L. c.90, § 16B.

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Spencer-East Brookfield Regional School District Acceptable Use Policy for Technology

The purpose of this policy statement is to ensure all who use technology under the auspices of the Spencer-East Brookfield Regional School District do so in a manner which is consistent with the mission of the school system, and complies with all Federal, State and local laws. This acceptable use policy (AUP) is in compliance with State and Federal telecommunications rules and regulations.

In order for students to use Spencer-East Brookfield Regional School District technology, they must read the following guidelines for use and sign the Acceptable Use Policy for Technology contract. The student contract must be signed by the student's parent or guardian. All students in Grade 4 or above shall also be required to sign the AUP before using district technology. Students will utilize technology in a manner consistent with appropriate conduct as outlined in the school handbook. It is understood that staff signing their employment contracts will abide by and accept all district policies. **Guidelines for Use**

The primary purpose of the Spencer-East Brookfield Regional School District (henceforth referred to as District) technology is educational. It is essential that anyone who uses this technology understand its purpose. All users will assume full liability, legal, financial, and/or otherwise, for consequences of unauthorized use. Failure to abide by these regulations may result in disciplinary and/or legal action.

A prerequisite for obtaining and using a District network account is that each user takes full responsibility for his/her own actions. The District and other organizations sponsoring Internet access will not be liable for the actions of anyone connecting to the District network and/or Internet through these links.

The District makes no guarantees, implied or otherwise, regarding the reliability of the data connections. Neither the District nor sponsoring organizations will be liable for any loss or corruption of data while using a District network account.

The District reserves the right to examine all data stored on any and all equipment owned by the District or connected to the District network/Internet connection.

All District students and staff will abide by the following conditions when using District technology:

- Users will not use technology to perform any act that may be construed as illegal and/or unethical.

- Users will not engage in, promote, enable, or discuss system cracking, software piracy, and other computer-based criminal skills and acts.
- Users will not access sexually explicit content, such as pornography and/or erotica.
- Users will not access material that contains violence or other forms of graphic or "extreme" content.
- Users will not engage in, promote, or enable bigotry, hate speech or harassment of any kind.
- Users will not engage in, promote, or enable gambling, recreational drug use, alcohol, or other activities frequently considered to be vice.
- Users will not access material unrelated to a student's studies, an employee's job function, or other tasks for which the computer in question may be intended.
- Users will not use District technology for treasonous or subversive acts.
- Users will report any and all misuse of District technology as described in this policy.

CONFLICT MEDIATION REFERRAL FORM

1. Student to be Mediated:

2. Referred by: (optional)_____

Date: _____

3. The conflict is about (circle as many as necessary)

Rumors

Name-calling

Stealing

Teasing

Friendship

Fighting

Boy/Girlfriend

Threats

Bullying

Other: (Please explain)

4. When did this occur? _____ 5. Do the students know
that they are being referred? ____

6. When should this be mediated?

___ When you get a chance

___ As soon as possible

___ Today/Urgent!

If you need to talk to someone further about this issue, please feel free to contact one of the Conflict Mediation Advisors.

Mrs. Marchetti Mr. L'Heureux

Please return this to Mrs. Marchetti or Mr. L'Heureux.

Thank you for caring enough about the problem to find a solution for it. We will do as much as we can to help you.