



FRS and Union 38 Student/Family Handbooks

Conway Grammar School

Deerfield Elementary School

Sunderland Elementary School

Whately Elementary School

Frontier Regional School

Disclaimer: This handbook is not an irrevocable contractual commitment, but only reflects the current status of District and School rules and policies put forth by the Frontier Regional and Union 38 school committees.

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INTRODUCTION

ABOUT FRSU38

FRSU38 MISSION STATEMENT

Building dynamic learning communities, one student, one teacher, one family at a time.

STRUCTURE OF THE DISTRICT(S)

Our schools enjoy strong support from the community—and from each other. The “Frontier Regional and Union 38 School Districts” (FRSU38) is a collective term used to describe an agreement between our five regional schools to share resources, provide mutual support, and coordinate our activities. Technically speaking, there are five separate school districts: four for the elementary schools (i.e., Union 38) and one for the middle/high school (i.e., Frontier Regional). Each of these school districts maintains its own School Committee, and there is also a Joint School Committee that serves all FRSU38 schools collectively.

When referring “The District,” it can be helpful to clarify whether the speaker is referring to one of the five districts making up our school system or whether they are referring to the five, collective “Frontier Regional and Union 38 School Districts.” Similar clarification can be helpful when referring to “the School Committee.”



FRSU38 CENTRAL OFFICE DIRECTORY

All FRSU38 schools are served by a single Central Office, located at Frontier Regional (Middle) School, and supported by a single, shared Superintendent of Schools. District personnel may be reached by telephone at (413) 665-1155. Office hours are from 8:30 a.m. to 4:00 p.m. Monday-Friday.

FRSU38 School District Central Office

Frontier Regional and Union 38 School Districts

113 North Main Street

South Deerfield, MA 01373

www.frsu38.org

Superintendent of Schools

Darius Modestow

Business Manager

Shelley Poreda

Director of Special Education/Title IX Coordinator

Karen Ferrandino

Director of Secondary Education/ Health Education Coordinator

Sarah Mitchell, Ed. D.

Director of Elementary Education

Kimberly McCarthy

Director of Technology	Scott Paul
Nurse Director	Margaret Burch
Coordinated Family and Community Engagement Coordinator	Amy Batisti
Special Education Office (Director of Special Education, Karen Ferrandino)	(413) 665-1106
Early Childhood Education (Early Childhood Education Coordinator: Aimee Zeoli-Smith)	(413) 665-8928
Union 38 Out-of-School-Time Program Director (Janet Seredejko, Jeremy Wells)	665-1155 x108
Conway Grammar School (Principal: Kristen Gordon)	(413) 369-4239
Deerfield Elementary School (Principal: Tina Gemme)	(413) 665-1131
Sunderland Elementary School (Principal: Benjamin Barshefsky)	(413) 665-1151
Whately Elementary School (Principal: Kristina Kirton)	(413) 665-7826
Frontier Regional School (Principal: George Lanides)	(413) 665-2118

FRSU38 SCHOOL COMMITTEES

Complete listings of the membership, agendas, minutes, and meeting schedules for each of the school committees (as well as the FRSU38 Joint Committee) can be found by clicking “School Committees” at www.frsu38.org.

FORMAL POLICIES, PROCEDURES, AND FORMS

In addition to this handbook, a comprehensive policy manual for the district is [available online at the Massachusetts Association of School Committees](#) (MASC). In the event of any conflict between the MASC policies and this Student/Family Handbook, the MASC policies shall govern.

DISTRICT CALENDARS

Up to date calendars for all schools and school committees can be found at www.frsu38.org

ABOUT THIS HANDBOOK

This book is intended to outline guidelines and expectations to students and families, and we hope it serves as a valuable reference. **Please note that this handbook contains sections that are school-specific, as well as sections that apply to multiple schools or district-wide.**

PARENT/GUARDIAN PARTNERSHIP

At FRSU38 schools, we value a strong partnership with parents and guardians so that we can work together to guide students towards college, career, and a lifetime of good citizenship. As our students progress through school, we know there will be many opportunities to celebrate—and there might also be some challenges. Together, we can ensure that the challenges our students face become positive learning experiences that help prepare them for life after graduation. To facilitate our work together, we offer some additional guidelines and request some additional supports from parents/guardians:

- Parents and guardians are asked to abide, support, and uphold school values, policies, and rules. By enrolling, parents/guardians agree to delegate to the school some responsibility for and authority over

students—including the judgment of appropriate disciplinary responses when school rules are broken.

- Preparedness for school starts at home: adequate sleep, healthy habits, good nutrition, consideration for others, orderly habits of work and play, the discipline to sustain effort and meet obligations, and respect for oneself are all facets of successful student life that lean on skills and patterns practiced at home.
- We expect all students to display good conduct, use appropriate language, be respectful, and observe common courtesy. These baseline expectations may not be written explicitly in our rulebook, but they are an everyday expectation of every student in our schools.

JURISDICTION OF SCHOOL AUTHORITY

School rules apply when school is in session—from the first school event in August through the last school event in June—and on all school-related trips and events. These school rules apply to all students, even after they have reached the age of 18. See also [Students' Rights and Responsibilities](#).

CLERICAL ERRORS, UPDATES, ADDITIONAL INFORMATION

These materials undergo frequent revision and were revised significantly in August of 2024. Clerical or typographical errors in this book or other materials may occur, but they do not invalidate this document nor the individual policies in which such errors may occur. We reserve the right to update our policies from time to time, with or without notice. Please notify the Central Office if you see needed corrections.

EQUITY, INCLUSION, AND NON-DISCRIMINATION

See also the FRSU38 Foundation Statement on [Anti-racism & Equity](#).

STATEMENT OF NON-DISCRIMINATION

The Frontier Regional and Union 38 School Districts do not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in admission to, access to, employment in, or treatment by its programs and activities.

EXCELLENCE WITH EQUITY

Our schools are committed to Excellence with Equity for all students. Targeted efforts to actively link equity, social justice, and culturally responsive education across the teaching and learning standards have engaged FRSU38 educators for years. We believe it is imperative that all members of our learning community, students, families, and staff, are learning, are treated equitably, and share the responsibility for creating a caring environment focused on the academic achievement of all students. To that end, we are committed to teaching and learning that is built on attention to both the cognitive and affective domains, with a curriculum that is infused with uniform and practiced socially just behaviors.

CULTURALLY RESPONSIVE EDUCATION

FRSU38 is deeply committed to ensuring that all students have access to its programs, resources, and opportunities. The district has recently completed an equity audit, which can be found on the FRSU38 [Culturally Responsive Education website](#).

FRONTIER SCHOOL LAND ACKNOWLEDGMENT

Frontier Regional School resides in the valley of Kwinitekw, the southern portion of what is now known as the Connecticut River. This land once belonged to the Wabanaki, or the “people of the first light,” Pocumtuc, and Nipmuc tribes, who have a rich history, having lived here for millennia. This land was not ceded; through colonization, attempted genocide, and spread of disease, these peoples were displaced and removed from their rightful land. Today, some indigenous peoples still lead and teach here. We’re grateful for this land—it’s the place where we speak out, build community, show pride, work, learn, educate, play, and continue to grow. We share this statement as a first step to bring awareness about the land, solidifying our commitment to positive action in the community. In turn, we strive to learn more about these indigenous peoples and the land on which this institution now resides.

CONWAY SCHOOL

MISSION AND VALUES

CONWAY GRAMMAR SCHOOL MISSION STATEMENT

The Conway Grammar School is a community dedicated to creating a safe, supportive, respectful, and challenging learning environment. Our mission is to develop thoughtful and confident individuals who value differences and respond positively to our changing world.

RESPONSIVE CLASSROOM

Conway Grammar School follows the Responsive Classroom practices. Using practices consistent with Responsive Classroom support community building both at the classroom level and the school community level. Each classroom begins the day with a Responsive Classroom Morning Meeting—an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle and interact with one another during four purposeful components: greeting, sharing, group activity, and morning message.

SCHOOL DIRECTORY AND GENERAL INFORMATION

CONWAY SCHOOL DIRECTORY

Conway Grammar School Office
24 Fournier Road
Conway , MA 01341
413-369-4239

ADMINISTRATION
Kristen Gordon

Principal

Lora Hanas

Administrative Assistant

CONWAY OUT-OF-SCHOOL TIME PROGRAM
Melanie Burt, Site Coordinator

413-369-0280

Janet Seredejko, Director

413-665-1155

HEALTH OFFICE
Sarah Washkiewicz

413-369-4239 x14

SCHOOL HOURS

The Conway Grammar School day for the students begins at 8:30 a.m. and ends at 3:00 p.m. Children arriving later than 8:40 a.m. are considered tardy and should report to the office before going to their classroom. Please notify the office as to the reason for your child's tardiness.

PARKING

Parking is allowed in the lot, not the bus loop or the marked fire lane in front of the school offices. During events, parking is permitted along Fournier Road.

STUDENT SERVICES

HEALTH SERVICES, POLICIES, AND PROGRAMS

Conway Grammar School provides several health services and programs, as described in this section. The goal of the Health Program is to maintain and enhance the optimum level of physical and emotional health of every student. While parents have the prime responsibility for the health and welfare of their children, the school is responsible for assisting parents in building and maintaining the highest possible level of health for each student. The school can only extend and supplement family responsibility rather than serve as a substitute.

HEALTH SERVICES

SCHOOL NURSE

Conway Grammar School has a full-time school nurse. The nurse's office hours are 8:30 a.m. to 3:15 p.m. each school day. The fax number to the nurse's office is 413-369-0128. Please feel free to direct your child's doctor's office to fax doctor's notes, physical forms, and other pertinent information to the school nurse, as applicable.

Voicemail messages may be left for the nurse by calling the main school number (413-369-4239) and asking for the nurse or dialing extension 14.

DISTRICT HEALTH POLICIES

For additional details on FRSU38 health policies, see [*FRSU38 District-Wide Health Policies*](#).

FOOD SERVICE

SCHOOL LUNCH PROGRAM

Breakfast and lunch are free to all students. A hot lunch program offers one of four meals: the main meal, a soup/salad bar (second grade and older), pizza, or a SunButter and jelly sandwich. Each lunch is served with a choice of whole, skim, or chocolate milk. (Chocolate milk is served on Fridays only.) Apple juice is also available.

The menu can also be found on ParentSquare.

Each school morning the students sign in for that day's lunch and the next day's breakfast on a sheet in their classrooms.

SNACK

Children may bring a healthy snack for break. Students are not allowed to have candy, gum, or soda in school. Parents are asked to select a nutritious snack to encourage healthy eating habits. Parents are also asked not to send drinks in glass containers.

FREE OR REDUCED LUNCH

Free and reduced price lunch is available for eligible families. For more information, contact the school office..

TRANSPORTATION

Because of the location of Conway Grammar School, it is not safe or practical for children to walk or ride their bicycles to school without adult supervision. The bus company used is Grybko's Bus Company, 419 North Main Street, South Deerfield (413-665-2838).

BUSES AND SCHEDULES

The bus schedule for each year is based on the number of children on each route and is determined at summer's end. Conway typically runs three buses: C1, Poland Road; C2, Shelburne Falls Road; and C3, Whately/Hoosac Roads. Bus schedules are available in the school office and are published in the *Greenfield Recorder* in August of each year.

MOTORISTS

Remember: it is unlawful to pass a transportation van or school bus when its lights are flashing and its stop sign is extended.

MORNING DROP-OFF

When dropping off your child on school mornings, drive around the parking lot and stop along the sidewalk outside the office windows. Stay in your vehicle, let your passenger exit safely to the sidewalk, and use caution when pulling away. If you plan to enter the building, park in the parking lot.

Your child should not be dropped off before 8:25 a.m. There is no supervision for early drop-offs. If your child is dropped off before 8:25 a.m., they will be directed to the fee-based Before School Program.

AFTERNOON PICK UP

Drive around the parking lot and stop along the sidewalk outside the office windows. Teachers will direct students to the vehicle. There is no need to exit your vehicle.

If you arrive after 3:00 p.m., your child may be sent to the fee-based Out of School Time program.

Motorists are reminded to use EXTREME caution while near the building and grounds because many children will be entering and leaving the area.

STUDENT RULES AND EXPECTATIONS

See also the Union 38 Elementary Schools [Union 38 Student Code](#) of Conduct, and other [Union 38 Rules and Expectations](#).

SCHOOL CODE OF CONDUCT AND DISCIPLINE

STUDENT BEHAVIORAL EXPECTATIONS

Student behavioral expectations: **Be a Conway STAR.**

- I act **S**afely.
- I **T**ry my best.
- I **A**ct respectfully and kindly.
- I act **R**esponsibly.

ABSENCES

If your child, or a child in your care, will be absent or tardy, please call the school by 9:00 a.m. on that day at 413-369-4239. Provide the child's name, parent's name, teacher's name, and the reason for the

absence. When a known absence will take place, it is helpful to inform the school office and teachers in advance.

Parents/guardians are requested to keep children home if they are not well. If your child should fall ill at school and is too ill to remain at school, a parent or designated contact will be called to pick up your child. Your child must be fever-free for 24 hours before returning to school. This will assist in the child's recovery while simultaneously curbing the spread of illnesses in the school.

MAKING UP WORK DUE TO ABSENCES

When the teacher feels it is necessary to make up work missed due to absences, they will try to give students time during the school day to make up the work. It is not school policy to assign classwork to students who take extra vacation days, although reading and journaling may be assigned at the discretion of a particular teacher.

EARLY DISMISSALS BY PARENT/GUARDIAN

Parents/guardians who need to have their child dismissed before the end of the school day are asked to send a note to the child's teacher informing them of the time the child needs to be dismissed and who will be picking up the child. Parents are asked to come into the main office to meet and "sign out" their child. Please do not go directly to your child's classroom.

ALTERNATE DISMISSALS

If you plan for your child to be dismissed with another supervising adult at any point during the day, including at dismissal time, you must send a note with your child or call to notify the school before 2:30 p.m.

FACILITIES AND GROUNDS

Students and families are expected to demonstrate respect to school facilities and grounds. No paper or other litter should be left on the grounds, and care should be given to the trees and shrubbery.

Smoking in the building and on school grounds is prohibited by Massachusetts law for both children and adults. Any student found smoking may be subject to immediate suspension. (This includes E-smoking devices.)

SCHOOL ORGANIZATIONS & VOLUNTEER OPPORTUNITIES

CONWAY SCHOOL COMMITTEE

The School Committee is responsible for reviewing and approving the school's annual budgets and for establishing educational goals and policies for the school, which are consistent with the requirements of state laws, goals, and standards established by the State Board of Education. With the Massachusetts Educational Reform Act of 1993, the School Committee also became responsible for the yearly review and approval of the School Council's School Improvement Plan.

The Conway Grammar School Committee is made up of five elected members from the community. Members serve in rotating three-year terms. All meetings are open to the public.

A complete listing of Conway Grammar School Committee members—plus calendars, meeting minutes, and more, can be found at <https://www.frsu38.org/conway-school-committee/>

CONWAY SCHOOL COUNCIL

The Conway Grammar School Council is also responsible for preparing a School Council Report each year. The report contains a description of the School Council operations and identifies the current School Council membership. The main portion of the report reviews the focus and priorities of the council's work during the school year, as they relate to the established mission and goals of the council, which have been identified in the School Council's School Improvement Plan. Finally, the report describes the preliminary agenda for the council's work for the following academic year. This report must be submitted to the Conway Grammar School Committee by June of each school year for their review and approval.

DEERFIELD ELEMENTARY SCHOOL

MESSAGE FROM THE PRINCIPAL

Dear Students and Families,

It is my pleasure to welcome you to a new school year! I look forward to an exciting year at DES.

This handbook contains helpful information to familiarize you with the programs and policies at Deerfield Elementary. If you have any questions or concerns, don't hesitate to contact me by phone or email. Open communication between home and school is essential to a successful school year. We will do everything possible to keep you up to date on events and the latest news. Be sure to look for our online newsletter, which highlights important school happenings and visit our school website frequently to stay informed.

Deerfield Elementary School has a reputation for excellence. This is due, in a large part, to our exceptional faculty and staff. Our teachers utilize various instructional practices, materials, and techniques that are researched-based, which allow them to meet the needs of all our students. We are committed to educating the whole child and dedicated to supporting their transition from one step to the next, in all learning areas, to promote intellectual, academic, emotional, and social growth.

I look forward to seeing you and your family at the many school-wide events this coming year.

Again, welcome to a new school year!



Tina Gemme, Ed.S., BCBA
Principal

DIRECTORY AND GENERAL INFORMATION

Deerfield Elementary School

21 Pleasant St.

South Deerfield, MA 01373

Main Office Phone (413) 665-1131

Fax (413) 665-2747

Website www.frsu38.org/deerfield

Principal Tina Gemme

Assistant Principal Elaine Mount

School Secretaries Cathy Eckert/Jennifer Shumway

Health Office (Katy Smith, RN; Megan Tudryn, RN) (413) 665-3740

Special Education Secretary Jody Skalski

Deerfield Out-of-School-Time Program Cara Stone – (413) 665-1408

DAILY SCHEDULE/IMPORTANT DATES

DAILY SCHEDULE

- 8:30 a.m. School starts. Students arrive and go directly to their homerooms. Morning work begins.
- 8:45 a.m. Students who arrive after this time are tardy. Students should check in at the school office to receive a tardy pass before proceeding to their homerooms.
- 2:55 p.m. End of day announcements
- 3:00 p.m. Dismissal of students

EARLY DISMISSALS

Students are dismissed at 11:50 a.m. on early dismissal days unless otherwise indicated on the school calendar. Students are dismissed at 1:30 p.m. on early release Fridays.

EARLY ARRIVALS

Please note that students should not be dropped off prior to 8:30 a.m., as this is when staff are available to supervise students arriving to school.

Should a child be standing outside prior to 8:30 a.m. unsupervised they will be escorted to the Out of School Time Program. *Parents will be called and billed for this time. Families will be charged for an hour, at a minimum.* Likewise, if a child remains at school after 3:15 p.m., they will be escorted to the Out of School Time Program. Family will be called and billed for this time.

If a student stays after school for an activity, they are NOT permitted to walk home without an adult. A parent or someone from the emergency contact card must pick up the child at school.

HIGHLIGHTS OF OUR SCHOOL

ARTS FESTIVAL DAY

Arts Festival Day is a daylong celebration of the arts. It was the wish of the art and music faculty many years ago to offer a day of arts enrichment to our students. The Arts Partnership helped to launch this ambitious dream. Today, the Arts Festival Day is entrenched in the many rich traditions that our school has to offer. This celebration embraces all the domains of the arts: music, dance, visual arts, poetry, as well as multi-cultural traditions. The theme of Arts Festival Day changes each year but keeps the essence of the arts as its core purpose.

INSTRUMENT RENTAL NIGHT

Instrument Rental Night is held every September to provide parents/guardians with an opportunity to rent the instruments needed for our Strings/Band program.

PHOTOS/PICTURE DAY

School pictures are usually taken in the middle of October and are sponsored by the PTA. Arrangements are made with the photo company to have the finished product delivered in time for holiday gift-giving.

PTA FUN FAIR

The PTA Fundraiser is an annual event hosted in June. Complete with pony rides, cotton candy, face painting, and a Chinese auction. This event is loved by students and parents/guardians!

SIXTH GRADE RECOGNITION DAY

Usually held two days before the last day of school, Sixth Grade Recognition Day is a day where students, families, and staff assemble to recognize each graduating student and celebrate their accomplishments.

RULES, ROUTINES, AND EXPECTATIONS

See also the Union 38 Elementary Schools [Union 38 Student Code of Conduct](#), and other [Union 38 Rules and Expectations](#).

SNACK

Children may bring a healthy snack for the mid-morning recess. *Students are not permitted to have candy, gum, or soda or any glass containers in school.* Parents are asked to select a nutritious snack to encourage healthy eating habits. Our “Snack Cart” is open from 8:30-9:00 a.m. and provides a variety of healthy snacks and drinks including fruit, cheese, bagels, hard-boiled eggs, granola bars, baked chips, etc. Prices range from \$.25 to \$.50. If snack time is provided in your child’s classroom, as is the case with kindergarten classes, each parent will be asked to provide snack on a rotating basis. The classroom teachers will provide this schedule. Your child’s teacher will inform you if snack is to be provided during class time. *To keep our children with allergies safe, food for birthday celebrations is not permitted.*

RECESS AND PLAYGROUND

See the [Union 38 Recess Guidelines](#). There are three playground areas at the Deerfield Elementary School. These are the fenced preschool area, the east-end play structure, and the west-end field/basketball court. Recess monitors are present when children are at recess.

PLAY STRUCTURE RULES

To make recess an enjoyable and safe experience for all, students should follow the rules for behavior and using the playground structures. Please review them with your child at home to help reinforce these expectations. Teachers and recess monitors will also make children aware of these guidelines. While the recess monitors do their best to ensure the safety of all children during recess, it is important for students to take responsibility for the safe use of the equipment and respect for other students during recess.

GENERAL EXPECTATIONS FOR PLAY STRUCTURE

- Running on green areas (grass) only. No running on the structure. No tag on the structure.
- Railings are for assistance in walking on the structure. They are not for climbing or sliding.
- When an adult speaks to a child about not following expectations, students will be asked to take a break and sit out
- Students will line up at the basketball court and walk over to the wing with an IA.

GAGA BALL RULES

- GAGA Ball is a game of honor; students are responsible for officiating themselves and playing with honesty, integrity, and respect.
- One player tosses the ball up in the air. Players yell “ga” on the first bounce and “ga” again on the second bounce, and then ball is then in play.

- Players hit the ball with their hands only and may not carry or throw the ball; it must be struck with an open hand or with a fist.
- Any player who is touched by the ball either directly or by a rebound off the wall is “out” and must exit the octagon.
- If the ball contacts a player or a player’s clothing below the knees, that player is eliminated. If the ball contacts the player above the knees, the player is still in.
- If the ball goes out of the gaga court, the last player to touch the ball is eliminated.
- Players are not allowed to catch the ball. If a player catches the ball, they are out.
- Players who are eliminated from competition must exit the gaga ball court through the gate and NOT over the sides. Players are not allowed to sit on the sides of the court after they are eliminated.
- Chanting one player’s name over another is not allowed. Students may only chant “gaga” throughout live game play.

LILY PADS

- Explain purpose of the ramp – for handicapped students to access the structure.
- Step from one lily pad to the next. No skipping over lily pads.
- You can start at any point.

TRIANGLE BARS

- May only be used if you can reach them safely.
- No hanging upside down.
- Move across only, no climbing up.
- No sitting on top.

MUSIC AREA (BELLS, DRUMS, CHIMES)

- Strike drums with flat part of your hand, not fists or other objects.
- Strike bells and chimes gently.

ROCK BLOCK

- Three children at a time.
- No sitting on the top.

ROCK WALL

- One student at a time.
- Climb up only.
- Must have sneakers or closed-toe shoes.

FIRE POLE

- Down only.
- One student at a time.
- Bottom must be clear before sliding down.

COZY COCOON

- One student inside at a time.
- A friend may slowly rotate the cocoon.
- Two-minute max per-person.

CABANA

- Shade structure
- No climbing.

DOUBLE SLIDE, SINGLE SLIDE, TUBE SLIDE, CURVY SLIDE

- Down only.
- One at a time, except on the double slide (two side-by-side).
- Wait until bottom is clear before sliding down.

CLIMBER TUBE

- May go up or down.
- If someone wishes to climb through, those sitting inside need to exit and allow them to pass.

BEAN STALK

- May go up or down.
- One student at a time.

MONKEY BARS (GREEN AND BROWN SET)

- Maintain two points of contact at all times.
- No kids on the top – *it's intended to be used as monkey bars, if kids are on top, then the equipment cannot be used as intended.*

COSMIC WARP

- Three students at a time.
- No sitting on top.
- No jumping off.

ACCESSIBLE SWINGS

- For handicapped students only.
- One may friend may push another seated in the swing.

SWINGS

- Only swing front to back (not side to side).
- No twisting swings.
- No jumping off.
- Sit on your bottom.

TIRE SWING

- 2-3 students at a time.
- No jumping off.
- Sitting on your bottom only.

ZIP LINE

- Get grip in the middle and bring to platform.
- Slide out and back.
- You may get off at any point.
- Wait until the sliding area is clear before the next person starts.
- No flinging of the handgrip. You must be on it.
- No picking up students to get on the grip.
- If you can't get on it safely by yourself, you are not ready to use it.

SPINAMI

- Enter the Spinami by going under the bar, not over.
- Riders may stand if they have four points of contact: both hands holding ropes, feet firmly on ropes. Students may not ride if they do not have four points of contact.

- Riders may sit with both hands holding ropes.
- Six riders at a time.
- Two spinners at a time.
- Spin while standing in place, spinners may not run or hang on the outside while it's spinning.
- When a rider asks to stop and get off, spinners must stop.

PLAYGROUND EXPECTATIONS

- Running on green areas (grass) only.
- Railings are for assistance in walking on the structure. They are not for climbing or sliding.
- When an adult speaks to a child about not following expectations, students will be asked to take a break and sit out.
- Students will line up at the basketball court and walk over to the wing with an IA.

RECESS RULES FOR TEAM SPORTS

Offense	Penalty
Physical contact Any physical contact that is not needed to play the game or is in excess	10 minutes
Arguing with referee	5 minutes
Arguing with Peer	1st offense 3 minutes 2nd offense 5 minutes 3rd lost team sport privilege for this recess period
Unsportsmanlike conduct Yelling at peers Criticizing Entering other's "bubble space"	1st offense –warning 2nd 5 minutes
Teacher has the final say- s/he decides what infraction was broken and the penalty for that will be followed. Arguing with the teacher will add another 5 minutes to the penalty	

**Penalties may be changed but cannot be changed on the day of the infraction- the team will need to meet to discuss. *Offense descriptions can be added- if not already on the sheet, add it after the offense.*

SCHOOL CLIMATE

Deerfield Elementary School is an inclusive school community devoted to learning. Every member of DES has important rights and responsibilities which help us create a safe, welcoming community. We recognize our students for who they are and challenge them to excel while balancing their academic and social emotional needs.

ADVOCACY

We support students to advocate for their wants and needs. This includes when they feel uncomfortable about a situation. We develop their understanding that talking to a trusted adult about their concern is a responsible thing to do. Our Second Step/Teaching Tolerance curriculum allows them to practice and develop these particular advocacy skills. With this, we are striving to create a school where our students

know they can and how to speak up against teasing, bullying and/or biased remarks. Throughout the year, students are reminded about recognizing, responding to, and reporting incidents that make them feel uncomfortable.

SCHOOL ORGANIZATIONS & VOLUNTEER OPPORTUNITIES

DES SCHOOL COMMITTEE

The Deerfield School Committee meets monthly to review, assess, and adopt school policies related to the operation of the school. Meetings are scheduled of each month. All meetings are open to the public. The School Committee is comprised of five members who serve in rotating terms. For an updated listing of the Deerfield Elementary School Committee board, please refer to our website at www.frsu38.org/des.

DES SCHOOL COUNCIL

The Deerfield Elementary School Council was established in 1993 as part of the Massachusetts Education Reform Act of 1993. The council provides a forum for parents/guardians, teachers, and the Deerfield community to participate in the creation of a positive learning environment for children attending Deerfield Elementary School. The mission is to assist the principal in identifying educational needs of students, review the school's annual budget, and develop a School Improvement Plan.

The council is composed of parent/guardians representatives, teacher representatives, community members, and the principal. The principal serves as a co-chair of the council along with a parent/guardian representative. The School Council members select the co-chair and the recording secretary each year. The length of the term is determined by the principal. The teachers and staff at the school select the teacher representatives; the parent/guardian representatives are selected through elections, which are managed through the Deerfield PTA. For an updated list of school council members please visit the [DES website](#).

PARENT/TEACHER ASSOCIATION (PTA)

The objective of the PTA is to promote a strong working relationship among parents/guardians, teachers, and administrators so that all may contribute effectively to the educational development of all students. The PTA supports educational, enrichment, and cultural programs within the school. Through fundraising activities and special promotions, the PTA is able to finance these programs and educational materials. Parents/guardians of students attending Deerfield Elementary are automatic members of the PTA and are encouraged to attend monthly meetings, as well as support PTA activities and events. Meetings are held one evening a month, at 6:45 p.m. in the school library. For an updated listing of the Deerfield Elementary School PTA Board, please refer to our website at www.frsu38.org/deerfield and <https://sites.google.com/site/deerfieldpta2/>

ARTS PARTNERSHIP

The Arts Partnership (DAP) is a committee made up of faculty, parents/guardians, staff, and community members who volunteer to provide arts education and enrichment to the students of Deerfield Elementary School. Each year the Arts Partnership sponsors school assemblies, field trips, artist residencies, and a culminating day long Arts Festival Day. The theme of Arts Festival Day changes each year but keeps the essence of the arts as its core purpose. The DAP welcomes all those committed to arts education to join. The DAP meets once per month; the commitment is small, but the benefits to students are immeasurable.

SUNDERLAND ELEMENTARY SCHOOL

PRINCIPAL'S WELCOME

Dear Students and Families,

Welcome to Sunderland Elementary School! We are so blessed to have such a beautiful, diverse school community. Sunderland Elementary is a very special place, and we all share in the responsibility of helping our students experience as much success as possible.

This handbook will act as a helpful guide to understanding the procedures and policies at Sunderland Elementary School. If you have questions regarding the contents, or other areas not covered in the handbook, please contact the school.

With kindness,

Benjamin Barshefsky
Principal - Sunderland Elementary School

DIRECTORY AND GENERAL INFORMATION

Sunderland Elementary School

1 Swampfield Drive
Sunderland, MA 01375

Main Office Phone	(413) 665-1151
Fax	(413) 665-4545
Website	www.frsu38.org/sunderland
Principal	Benjamin Barshefsky
Administrative Assistant	Leila Rollins-Cohen
Health Office (Dawn Heffernen, RN)	(413) 665-1451
Sunderland Out-of-School-Time Site Coordinator (Michaela Beeltje)	(413) 665-9030

TRANSPORTATION AND SAFETY

TRANSPORTATION

BUSES

For details on school bus transportation, see [Union 38 Transportation and School Buses](#).

WALKERS

Caregivers are asked to write a note to the front office stating that their child has permission to walk to and from school. Walkers need to be mindful of the traffic and keep on the sidewalks at all times. Please remember to look both ways when crossing the street!

BIKING TO AND FROM SCHOOL

Sunderland Elementary School students are encouraged to ride their bikes to and from school! Our biking procedure mirrors that of the district's policy regarding students being released from the school bus. Our biking to school procedure states, "Grade K-3 students will not be allowed to ride their bicycles to and from school unless a parent, guardian or designated caregiver or sibling in grade 4 or higher, with parent or guardian approval, is present."

BIKING PROCEDURES

- Parents/guardians must fill out a [permission slip](#) for their child to bike to school.
- All bikers are required to wear helmets. If families need financial assistance with the purchase of a helmet, please contact the principal.
- Students should park their bikes in the bicycle racks located in the front of the school.
- Students are not permitted to ride their bikes on the sidewalks directly in front of the school.

CHANGE IN TRANSPORTATION

- Any changes in transportation must be communicated to the front office as early as possible. Families should try to communicate the change in plan at least two hours prior to dismissal time when possible.
- We will not release your student to anyone that is not on the approved list you provide.
- If dismissing early, parents/guardians should call the office upon their arrival to school after finding a parking space. Parents/guardians will meet their student at the main entrance, where a staff member will confirm that the adult is on the Authorized Pickup list.

ARRIVAL/DISMISSAL TIMES

8:20 a.m.	An SES staff member will greet students outside the main entrance. Please do not drop your child off to school prior to this time, unless they attend the Before-School program.
8:30 a.m.	Students are let into the building. It is important for students to arrive by this time, so they are able to settle into daily routines with their classmates.
8:45 a.m.	Students will be marked "tardy" starting at this time.
3:00 p.m.	Dismissal - Parents/guardians who are picking up their kindergarten students should greet them outside the main entrance. Students in grades 1-6 will meet their parents/guardians by the library. Students must be accompanied by an adult at all times when they are traveling in the parking lot.

ARRIVAL/DISMISSAL PROCEDURES

SPECIAL CONSIDERATIONS

Some parents/guardians may need to escort their child to the building to meet a staff member. For these situations, parents/guardians will bring their child to the same entry/exit point used by their child's grade level cohort.

MORNING ARRIVALS

MORNING ARRIVAL: CYCLIST

Upon arrival to school, students will place their bikes at one of the bike racks and then line up at the appropriate entranceway.

MORNING ARRIVAL: CAR (PK-K)

- Parents/guardians will find an available parking space.
- Parents/guardians will escort their student to the early childhood playground, where they will meet a school staff member at the appropriate classroom door.

MORNING ARRIVAL: CAR (GRADES 1-6)

- All cars roll into the curbside single lane of the unloading zone along the sidewalk, **directly in front of the school**. Students exit the vehicle on the sidewalk side. **Cars SHOULD NOT ATTEMPT to pull out around another vehicle. Once the vehicle in front of your vehicle has left, the next vehicle may exit.**
- Vehicles should pull all the way forward to the furthest available space (without passing another vehicle) and have your child exit on the sidewalk side.
- Students should be prepared to exit the vehicles quickly. Have the students practice releasing their seat belts on their own.
- If possible, parents/guardians should not exit the vehicle.
- Upon exiting the vehicle, students will walk and line up at the appropriate entranceway.

MORNING ARRIVAL: BUS

- Upon exiting the vehicle, students will line up at the appropriate entranceway.
- Kindergarten students will receive assistance from a designated staff member.

LATE MORNING ARRIVAL

Students arriving after 8:40 a.m. should enter alone through the main entrance and report directly to class.

AFTERNOON DISMISSAL

AFTERNOON DISMISSAL: CAR (1/2 DAY DISMISSAL TIME OF 12:00 P.M.)

- Students should exit the building from their designated entry/exit access points.
 - Dismissal Order & Times: 3:00 p.m.
 - The school buses will park at the spaces adjacent to the flagpole.

INFORMATION FOR DRIVERS

- All cars roll into the curbside single lane of the loading zone along the sidewalk, directly in front of the school. Vehicles should pull all the way forward to the furthest available space.
- Students will enter the car from the sidewalk side of the car while being guided by a staff member.
- As much as possible, parents/guardians should stay in their car.
- Cars SHOULD NOT ATTEMPT to pull out around another vehicle. Once the vehicle in front of a driver has left, the next vehicle may exit.

AFTERNOON DISMISSAL: WALKING HOME, BUS AND BICYCLES

- Students walking home, bus students, and cyclists: 12:20 p.m. dismissal.

VISITOR PROCEDURES

- A table outside of the main entrance allows caregivers to drop off items their student may have left at home. Visitors should press the 'talk' button located next to the main entrance and let our staff know what is being dropped off.
- If a visitor needs to come into the building, they will be asked to state their name and identify the reason for their visit to Sunderland Elementary School. Visitors will then be asked to report to the main office.
- All visitors to the building must sign in at the main office. This includes school district employees from other buildings, caregivers of current SES students, vendors, and guests. Photo identification may be requested if the visitor is unknown to our front office staff.
- After signing in, visitors will write their name on a visitor sticker. They should place the sticker on their chest, so that it is clearly visible to school employees.
- Upon leaving the building, visitors will sign out in the visitor log.

PROCEDURES FOR STUDENT INTERNS, SUBSTITUTES, VOLUNTEERS & TUTORS

- Frequent/everyday guests will record their name, the date and time, and the purpose of the visit into the visitor log.
- The guest will then receive a lanyard that identifies the reason they are at Sunderland Elementary School (i.e., "Substitute," "Student Intern," "Tutor").

Visitors who have not made prior arrangements with teachers will not be issued a visitor's pass

Caregivers who wish to discuss their child with a teacher in person, must call or send an email beforehand and arrange an appropriate conference time

STUDENT SERVICES

HEALTH SERVICES

HEALTH OFFICE

The SES Health Office is open from 8:15 a.m. to 3:15 p.m. each school day. The direct phone number to the nurse's office is 665-1451. **Parents are asked to call the Health Office or Main Office directly to report a child's absence from school due to illness. Please do not email the teacher.** If the school does not receive a phone call, the school will call home to follow-up.

SCHOOL PHYSICIAN

Dr. Diana Johanson serves as Sunderland Elementary School's physician. Dr. Johanson is available to consult with the school nurse on individual student health issues, and general school-wide issues.

DISTRICT HEALTH POLICIES

For additional details on FRSU38 health policies, see [FRSU38 District-Wide Health Policies](#).

FOOD SERVICES

At Sunderland Elementary School, students have access to a healthy optional breakfast at no charge each morning from 8:20-8:40 a.m. Parents/guardians should consider having their student take advantage of this wonderful opportunity.

Additionally, all students are required to have lunch at school. Students may bring their lunch or buy one at school. Our kitchen serves many healthy options daily. The menu features soup, access to the salad bar, turkey sandwich, grilled cheese, the 'hot' meal of the day, and much more!

You may bring a healthy snack for the morning break. Remember that candy, gum, and soda are not allowed in school and for safety reasons, glass containers are not allowed. Check with your teacher to see if an afternoon snack is allowed in your class.

FREE OR REDUCED LUNCH

Free and reduced price lunch is available for eligible families. For more information, contact the school office.

RULES AND EXPECTATIONS

See also the Union 38 Elementary Schools [Union 38 Student Code of Conduct](#), and other [Union 38 Rules and Expectations](#).

Non-Discrimination

No child shall be excluded from or discriminated against in admission to Sunderland Elementary School (SES), or in obtaining the advantages, privileges and courses of study of SES on account of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

If you have any questions regarding the regulation or feel that you have been discriminated against in any of the areas mentioned, you may bring your case to the attention of Director of Special Education Karen Ferrandino, Title IX, 622 Coordinator, Office of the Superintendent, 113 North Main Street, South Deerfield, MA 01373, (413) 665-1155, or contact Principal Ben Barshefsky, 1 Swampfield Drive, Sunderland, MA 01375, (413) 665-1151.

Responsive Classroom

At Sunderland Elementary, we foster positive student behavior using the Responsive Classroom model, emphasizing relationships and emotional safety. Our goal is to support students through mistakes, viewing them as opportunities for learning and growth tailored to individual readiness. To learn more about this approach, please use the following link [Responsive Classroom model at SES](#).

RECESS

- See the [Union 38 Recess Guidelines](#).
- Dress for the weather
- Stay within playground boundaries
- We have safe bodies when playing
- Only throw balls
- Slide DOWN the slide
- Be SAFE on swings
- At the end of recess line up when called

BATHROOMS

- Use
- Flush
- Wash hands
- Place paper in basket
- Walk right back to class

HALLWAYS

- Walk single file on the right-hand side
- Use quiet voices
- Hands and body to yourself
- Respectful communication

ASSEMBLIES

- Be a role model
- Enter assembly space quietly
- Use whole-body respectful listening
- Remain in your spot until dismissed

CELL PHONE EXPECTATIONS

Students are not permitted to use cellphones during school hours to make telephone calls, send text messages, play games, or access the internet.

ABSENCE

If you are not well, it is important for you to stay home from school so that you get better quickly and do not spread your illness to others.

Please tell your teacher in advance if you know that you are going to be absent for any reason. When you return to school after an absence, bring a note for your teacher signed by your parent/guardian.

ABSENCE REPORTING PROCEDURES

- On the day of the absence, the student's parent/guardian must call the school office and/or the nurse. The parent/guardian should state the reason for the absence.
- If the school's office or the nurse does not receive a call from a parent/guardian on the day of the absence, phone calls will be made to the student's home and/or parent/guardian's place of work.
- Absences are deemed excused if the absence is reported by the parent/guardian and/or a note is sent in explaining the reason for the absence. Absences are not excused when a parent/guardian does not contact the school in any way to report the absence.

TARDINESS

All students are to report to the office to sign in and receive a tardy slip if they are not in class by 8:45 a.m.

EARLY DISMISSAL PROCEDURE

Parent or guardian will provide the school (via student) with a written notice of dismissal including date, dismissal time, return time, if applicable and name of person to whom the child will be dismissed.

UPON ARRIVAL AT SCHOOL

- Parent/guardian or designee will report directly to the office and not to their child's individual classrooms.
- Parent/guardian/designee will be required to sign Dismissal Log and may be required to provide positive identification.
- Child will be called to the office.
- ***ALL STUDENTS MUST BE DISMISSED FROM THE OFFICE***

In the event that no advance notice has been given, and persons other than the parent/guardian seeking to dismiss a student, the school will contact the parent/guardian to verify the dismissal request. After verification the standard procedure for dismissal will be followed.

It is the responsibility of the parent/guardian to notify the school of any unusual or legal circumstances that may impact a student's safety. (e.g., restraining orders, custodial rights, etc.) Families may wish to review the following [Tips For Families](#) to assist with improving attendance.

SCHOOL ORGANIZATIONS & VOLUNTEER OPPORTUNITIES

SUNDERLAND ELEMENTARY SCHOOL COMMITTEE

The Sunderland School Committee meets monthly to review, assess, and discuss operations related to the school. Additionally, the committee works diligently to develop and manage the school budgets. Meetings, which are open to the public, are typically scheduled monthly. For an updated listing of the Sunderland Elementary School Committee board, please refer to the following link on our website: [Sunderland School Committee](#).

SUNDERLAND ELEMENTARY SCHOOL COUNCIL

The Sunderland Elementary School Council provides a forum for parents, teachers, and the Sunderland community to participate in the creation of a positive learning environment for children attending Sunderland Elementary School. The mission is to assist the principal in identifying educational needs of students, review the school's annual budget and develop a School Improvement Plan.

SUNDERLAND ELEMENTARY PARENT/TEACHER ORGANIZATION (PTO)

Many of the events and field trips that take place over the course of each school year is due to our wonderful PTO. The PTO helps to promote a strong working relationship between parents/guardians, teachers, and the principal, so that our students are provided with many enriching activities and opportunities. The PTO supports educational, enrichment, and cultural programs within the school through many different fundraisers. Meetings are held one evening a month, in the school cafeteria. For an updated listing of the Sunderland Elementary School PTO Board and meeting dates/times, please refer to the following links:

- [PTO Website](#)
- Contact: sunderlandpto@gmail.com

WHATELY ELEMENTARY SCHOOL

VISION STATEMENT

Whately Elementary School is an inclusive learning community that is academically rich, promotes respect and empathy, encourages creativity, and honors the whole child.

A MESSAGE FROM THE PRINCIPAL

Dear Families,

Welcome to a new school year! At our small and close-knit elementary school, we are deeply committed to creating a safe, supportive, and nurturing environment where every child can thrive. We believe that social-emotional learning is the foundation for academic success and lifelong well-being. By helping students build strong relationships, manage emotions, and make responsible decisions, we empower them to reach their full potential—both in the classroom and beyond.

We are honored to partner with you in your child’s educational journey and look forward to a year of growth, connection, and achievement.

Warmly,

Kristina Kirton

SCHOOL DIRECTORY AND GENERAL INFORMATION

Whately Elementary School is part of the Frontier Regional and Union 38 School Districts.

WHATELY ELEMENTARY SCHOOL TEACHERS & STAFF

Main Number	(413) 665-7826 or (413) 665-7827
FAX	(413) 665-0428
Website	www.frsu38.org/whately
Principal	Kristina Kirton
Principal’s Secretary	Amy Ross
Office Assistant	Lola Stone
School Nurse	Andrea Gray, 665-5560
Out of School Time Coordinator for Whately Elementary	Dorothy Spadola, (413) 665-6674

WHATELY ELEMENTARY SCHOOL COMMITTEE MEMBERS

Visit <https://www.frsu38.org/whately-school-committee/> for a complete listing of the Whately Elementary School Committee members—plus calendars, meeting minutes, and more.

SCHOOL HOURS

The Whately Elementary School day for the students begins at 8:30 a.m. and ends at 3:00 p.m. The Out-of-School Time Program operates from 7:00 to 8:30 in the morning, and from 3:00 to 5:30 in the afternoon. Additional hours the school is open vary depending on the group who will be using the facilities and the activity (e.g., Out of School Time, and Community Activities).

CURRICULUM AND EDUCATIONAL PROGRAMS

This section describes the curriculum and education programs provided at Whately Elementary School, from preschool through sixth grade, from the core subjects to the music and art programs. The special education programs and the before- and after-school program are also explained, and the issues of homework, standardized testing, and the use of the Internet are addressed.

PRE SCHOOL PROGRAM

The purpose of the Early Childhood Program is to provide a preschool experience for three- and four-year-olds which will help to prepare them for their elementary school experience. We create an environment of cooperation and trust. This setting allows children to grow and develop their own interests at their own speed and to their own potential. The Early Childhood Program provides stimulation and enhancement of individual skills and concepts in the areas of communication, problem solving, gross and fine motor skills, social/emotional development, early literacy development, and self-expression through the arts. Providing comprehensive programming to meet individual needs at an early age allows for greater academic success in the primary grades. Through a variety of child-centered activities, children are active participants in their learning. Children have repeated opportunities to interact, explore, and discover. The program staff seeks to support children in the development of initiative by fostering creativity and promoting a positive self-image. The aim of the program is to foster a sense of community within the classroom, which is based on trust, respect, and cooperation, where children learn to value themselves and others, and to appreciate and accept individual differences.

The Early Childhood Program is a mandated program in accordance with Public Law 94-142 and Chapter 766, under the Office of Special Education. Children with special needs are referred to the program through early intervention agencies or through the screening/evaluation process. The most appropriate placement for a special needs child will be determined at a team meeting. Families of special needs children must also meet eligibility requirements of the full-day program.

Preschool screening is the process of assessing a child's overall general development. Preschool screening is conducted continually throughout the school year for three- and four-year-olds. Parents/caregivers may request a screening at any time. A parent/guardian, doctor, social worker, or teacher may refer a child who is thought to have a special need. If indicated by the screening results, the school may then recommend a more comprehensive evaluation to confirm any indication of a potential special need. *Parents/caregivers with concerns about their child's development may make an appointment by calling the Early Childhood Coordinator, Kim McCarthy, at 665-8928.*

FULL-DAY PRE SCHOOL PROGRAM

Whately Elementary School offers a full-day preschool program for three- and four-year-old children. The early childhood classroom is an integrated program for both special needs children and their typically developing peer partners. The programs offer educational programming; therapies such as speech/language, occupational, and physical therapy; screening and assessment; and parent/guardian support services, such as home visits.

FULL DAY KINDERGARTEN

The Whately Elementary School has a full-day kindergarten program. The goal is to provide a kindergarten environment that is developmentally appropriate for all kindergarten children. The program provides opportunities and time for children to develop specific skills, as well as their unique talents or interests.

The full-day kindergarten program provides the following:

- **Time** to explore topics and themes in depth.
- **Opportunities** to integrate new learning with prior experiences through project work.
- **Accommodation** for individual differences and interests.
- **Expansion** of curriculum.
- **Learning** through first-hand experiences, exploration, and manipulation of materials.
- **Optimal development** of language and early literacy skills.
- **Enhancement** of children's social skills development.
- **Balance** of quiet and active components of the day.

REST

A brief quiet rest time is included each day.

SNACK

All kindergarten classes have a scheduled morning snack time. Parents/caregivers are asked to select a nutritious snack to send in with their children, to encourage healthy eating habits.

TRANSPORTATION

School bus transportation is provided for kindergarten children who reside in Whately.

HOMEWORK

The research is clear that children who read and/or are read to daily have a greater success rate in school than children who don't. For this reason, we are really focusing our homework efforts on reading. Additionally, basic math fact fluency is a critical element in developing more complex mathematical thinking.

HOMEWORK IN FIRST AND SECOND GRADE

- It is our expectation that first and second graders will spend 10-20 minutes on reading. You can read to your child, have your child read to you, provide time for your child to read independently or some combination of those approaches. Click below for information about supporting your child through reading.

— [Reading Tips for Parents of First Graders](#)

— [Reading Tips for Parents of Second Graders](#)

HOMEWORK IN THIRD GRADE

- It is our expectation that third graders will spend a minimum of 20 minutes on reading. You can read to your child, have your child read to you, provide time for your child to read independently or some combination of those approaches. Click below for information about supporting your third grader through reading.
- Regarding math fact fluency, students will be expected to practice math facts by using flash or "array cards." Sets will come home at various times throughout the year.

— [Reading Tips for Parents of Third Graders](#)

HOMEWORK IN FOURTH GRADE

- It is our expectation that fourth graders will spend a minimum of 20 minutes on reading daily. You can read to your child, have your child read to you, provide time for your child to read independently or some combination of those approaches.
- Regarding math fact fluency, students will be expected to participate in daily math fact practice by using flash cards, math games that the teacher will provide or an online math program that may be recommended by your child's teacher.

HOMEWORK IN FIFTH AND SIXTH GRADE

- It is our expectation that fifth and sixth graders will spend a minimum of 20 minutes on reading daily.
- Regarding math fact fluency, students will be expected to participate in daily math fact practice by using flash cards, math games that the teacher will provide or an online math program that may be recommended by your child's teacher.
- Additionally, in fifth and sixth grade your child may have a project to work on that is an extension of an activity that he/she is working on during the school day.

Fifth and sixth grade students will also receive direct instruction in how to study for a test. The study skills they learn in school will be practiced at home prior to a test or quiz.

STUDENT SERVICES

This section explains the special services and personnel available to provide support to children in need. A school counselor and school psychologist are available to help prevent and remediate any problems. A reading program makes sure children of all abilities have a successful start to learning. When necessary, staff form a Child Study Team to address academic, social, or behavioral concerns about a particular student.

HEALTH SERVICES

Whately Elementary School provides several health services and programs. The goal of the Health Program is to maintain and enhance the optimum level of physical and emotional health of every student. While parents/caregivers have the prime responsibility for the health and welfare of their children, the school is responsible for assisting parents/caregivers in building and maintaining the highest possible level of health for each student. The school can only extend and supplement family responsibility rather than serve as a substitute.

SCHOOL NURSE

The school nurse at Whately Elementary School is Andrea Gray, R.N. The nurse's office hours are 8:15 a.m. to 3:15 p.m. each school day. **The direct phone/fax number to the nurse's office is 665-5560.** Please feel free to direct your child's doctor's office to fax (to 413-665-0428) doctor's notes, physical forms, and other pertinent information to the school nurse, as applicable.

SCHOOL PHYSICIAN

Dr. Diana Johanson serves as Whately Elementary School's physician. Dr. Johanson is available to consult with the school nurse on individual student health issues and general school-wide issues.

DISTRICT HEALTH POLICIES

For additional details on FRSU38 health policies, see [FRSU38 District-Wide Health Policies](#).

FOOD SERVICE

SCHOOL LUNCH PROGRAM

All students of Whately Elementary School are required to have lunch at school. Lunch is offered free to all students. Students may bring their own lunch from home or order one at the school.

Each lunch is served with a choice of skim or 1% milk, or low-fat chocolate milk. Menus are printed monthly and posted on ParentSquare. There is also a link posted on the website. In addition, the menus are posted in classrooms.

FREE OR REDUCED LUNCH

Free and reduced price lunch is available for eligible families. For more information, contact the school office.

SNACK

We encourage healthy snack choices for our students. Students are not allowed to have candy, gum, or soda in school. Parents/caregivers are asked to select a nutritious snack to encourage healthy eating habits. Glass containers are prohibited. Teachers have various ways of handling snack time in their classrooms. If you have questions, check with the classroom teacher. Please make sure you check with your child's teacher and/or school nurse, as some of our students have food allergies.

TRANSPORTATION

BUSES

We have two buses at Whately titled W-1 and W-2. For additional details on school bus transportation, see [*Union 38 Transportation and School Buses*](#).

DROPPING OFF/PICKING UP STUDENTS

Students may be dropped off starting at 8:30 a.m. and we request that all children arrive by 8:35 a.m. A note stating the reason for being tardy should be sent into school with your child whenever possible. Children who arrive at school after 11:59 a.m. are marked absent for the day. A child needs to be in school at least one-half day to be marked as attending.

ARRIVAL

All students in kindergarten through sixth grade will enter the building through the main door. Beginning at 8:30 a.m., we will have cars pull up and students will get out and go right inside. Cars will need to stay in a line and drop off where you see a staff member. To keep the line moving in a timely manner, students should be ready to unbuckle and get out of the car as soon as the car has stopped in front of the staff member. All students will get out of the car onto the sidewalk. No students should be exiting the vehicle onto the driveway side of the car.

DISMISSAL

- The bus students will be dismissed first. As long as there is no delay in the arrival of the bus, the buses will be loaded and leave the front of the school at 2:55 p.m.
- Students in pre-K through sixth grade will be dismissed after buses have left. Older siblings of students who are in pre-K are sent to be dismissed from the fire road with their pre-K sibling. Similar to the morning, there will be staff members on the sidewalk along the front of the school to facilitate dismissal. Cars should stay in line until you pull up to one of the staff members on the sidewalk.

Motorists are reminded to use EXTREME caution while near the building and grounds because many children will be entering and leaving the area.

PARKING

Parking is allowed in the lot, not the bus loop or the marked fire lane in front of the school offices. During events, parking is allowed along the beginning of the driveway. During off-school hours, parking is allowed in the bus loop.

SOCIAL/EMOTIONAL DEVELOPMENT SUPPORT SERVICES

The Whately Elementary School Guidance Program recognizes that growth and learning are developmental. Whately Elementary School addresses the developmental needs of students, utilizes preventive guidance approaches, and helps to remediate situations that may interfere with a child's ability to learn. The Frontier Regional and Union #38 School District provide the Whately Elementary School with the services of **Ms. Krista Desrochers, school psychologist & counselor**. The school psychologist conducts child assessments for team evaluations and may provide individual counseling to students. School counseling services generally include:

- Counseling for children, individually or in small groups
- Consultation with parents/caregivers, teachers, and other staff members
- Coordination of services with other agencies and private service providers
- Provision of Second Step curriculum for classroom instruction
- Provision of home assessments for special education evaluations and developing guidance goals for Individualized Educational Plans if needed

CHILD STUDY TEAM (CST)

The Child Study Team (CST) is part of the regular education process and is designed to assist classroom teachers who seek advice for academic, behavioral or social concerns for a student or a group of students in their classes. The process promotes collegial work to assist the referring teacher. The CST can assist the classroom teacher by recommending specific strategies and interventions and may recommend additional screenings and evaluations for the student. Questions about this process should be directed to your child's teacher.

SCHOOL PICTURES

School pictures are taken early in the fall. Information on the various packages available is sent home prior to picture day. Our fall picture date is usually scheduled for mid-October with a retake day about three weeks later.

SCHOOL POLICIES AND PROCEDURES

This section describes the school policies and procedures put in place to promote a smooth flow of operations and activities throughout the day for students, staff, parents/guardians, and other school visitors. The section includes information on attendance policies, school closings, bus rules and schedules and motorist guidelines, the food service program, and the facilities and grounds. It also summarizes the many ways in which communications with the school staff take place, rules for school visitors, and community activities that take place at the school.

ABSENCES

If a child in your care is going to be absent or tardy, please call the school between 8:00 and 9:30 a.m. on that day at 665-7826 or 665-7827. Provide the child's name, parent/guardian's name, teacher's name, and the reason for the absence. *If the child is absent due to an illness, parents/caregivers are asked to call the school nurse's office directly at 665-5560.* When a known absence will take place, it is helpful to

inform the school office and teachers in advance. **A child is considered absent from school if they miss more than half of a school day or arrive past 12:00 p.m.**

Parents/guardians are requested to keep a child home if they are not well, and to pick up a child who becomes ill while at school. When your child has a fever at night or in the morning prior to school, the child should stay home to recuperate. This will assist in their recovery while simultaneously curbing the spread of illnesses in the school.

When your child returns to school after an absence, parents/guardians are asked to write a note stating the specific reason for the absence (e.g., cold, flu, intestinal disorder, fever, injury) and send it to school with the child on the day that they return to school. Included in the note should be the dates of absence and the parent/guardian signature. It is very important that parents/guardians **notify the main office or the school nurse of all communicable diseases, especially strep throat, chicken pox, or scarlet fever.** This information is necessary to complete periodic health reports. It is important that the school nurse and teaching staff are made aware of instructions for follow-up care that may need to be provided.

EARLY DISMISSAL/PICKUP

Parents/guardians who need to have their child dismissed before the end of the school day are asked to send a note to the child's teacher informing them of the time the child needs to be dismissed and who will be picking up the child. This note is then sent to the Principal's Office for the child's record.

Parents/guardians are asked to come to the main office to meet and "sign out" their child. Please do not go directly to your child's classroom to pick them up.

MAKING UP WORK DUE TO ABSENCES

When a student has missed assignments due to absences, every effort will be made to support them in making up the work during the regular school day. It may be necessary for some make-up work to be completed at home. In elementary school, it would not be possible for a student to receive all the instruction and support they would have received on the missed day. Teachers will choose the most critical assignments to be made up. Support will be given as needed to help the student complete the work. It is the expectation that extended vacations would be planned for school vacations.

FACILITIES AND GROUNDS

No paper or other litter should be left on the grounds, and care should be given to the trees and shrubbery.

Smoking in the building and on school grounds is prohibited by Massachusetts law for both children and adults. Any student found smoking may be subject to immediate suspension.

COMMUNITY ACTIVITIES

Several community groups use Whately Elementary School on a regular basis. The Recreation Department holds basketball in the gym and baseball and soccer games on the field several times during the week of the appropriate sports season. Adult recreational programs, including a basketball team, also use the gym, and town meetings are held here, as well. Groups must be non-profit. Call the front office for more information on how to reserve the use of the school.

RULES, EXPECTATIONS, CONDUCT, AND DISCIPLINE

BEHAVIOR EXPECTATIONS

All students are required to conduct themselves in an appropriate manner at all times throughout the school day and in all locations including inside the school, outside on school grounds, on the school bus and on a school sponsored field trip. It is our goal to maintain a school climate that allows all students to feel safe, included, respected, and supported. We take a team approach to supporting all students academically and behaviorally. A strong emphasis is placed on prevention of problem behavior and development of social/emotional skills through our work with the Second Step social/emotional learning program.

SCHOOL RULES

In addition to the Whately School Rules listed below, students must follow [Union 38 Rules and Expectations](#).

- Walk quietly and in an orderly fashion when inside the building.
- Cellphones and smart watches must remain in backpacks throughout the entire school day.
- Show courtesy to everyone.
- Take care of the school building and campus as well as school materials.
- Do not chew gum in school.
- Remove hats in the school building.
- Use appropriate and polite language.
- Follow recess guidelines while on the playground (see also [Union 38 Recess Guidelines](#)).
- Follow cafeteria guidelines while at lunch (see also [Union 38 Cafeteria Rules](#)).

SUSPENSION

Behaviors that warrant in-school or out-of-school suspension include the following:

- Fighting
- Threatening to harm or using the word “kill”
- Swearing at a teacher or staff
- The use of drugs and/or alcohol
- Possessing weapons on school grounds or in the building (guns, knives, or any objects that could be used as a weapon)
- Setting off a fire alarm
- Destroying school property
- Using email that interrupts the teaching/learning process
- Accessing inappropriate content on the Internet

SECOND STEP AND A BULLYING PREVENTION PROGRAM

Whately Elementary School has adopted the **Second Step** curriculum, developed by Committee for Children in Seattle, Washington. This research-based social and emotional learning program uses photo-lesson cards and videos to prompt discussion and role play activities on a variety of topics.

Its goal is to decrease aggression while increasing pro-social behavior in the school community. Lessons are divided into three topic areas: Empathy Training, Impulse Control, and Problem Solving and Anger

Management. Students from pre-K to sixth grade enjoy and benefit from this whole-system approach to violence prevention.

See also the FRSU38 policies on [Preventing Bullying, Harassment, & Discrimination](#).

RECESS GUIDELINES AND PLAYGROUND SAFETY

All students in grades K through six go outside for recess twice each day unless the weather is inclement. Recess monitors are present when children are at recess.

To make recess an enjoyable and safe experience for all, students should follow the rules listed below for behavior and use of the playground structures. (See also [Union 38 Recess Guidelines](#).) Teachers and recess monitors will make children aware of these guidelines. The recess monitors do their best to ensure the safety of all children, and it is important for students to take responsibility for the safe use of the equipment and respect for other students.

Students are to follow these rules during recess:

- Honor your space and the space of others.
- Alert adults on duty to any dangerous trash, objects, or animals on the playground.
- Put all trash into the trash cans.
- Play in a cooperative way so that everyone is safe.

Reasons for loss of recess privileges:

- Not following the above-mentioned guidelines.
- Fighting.
- Making threats or harassing others.
- Making disrespectful comments.
- Being rude or disrespectful towards others.

SCHOOL ORGANIZATIONS & VOLUNTEER OPPORTUNITIES

In addition to the offices of the Frontier Regional/Union #38 School District, several organizations are responsible for, oversee, and/or assist with the operations and programs of Whately Elementary School, as explained in this section. There are a number of opportunities for parents/guardians to take part in improving the school, such as through the Parent/Guardian Teacher Organization (PTO) or School Council. Opportunities might exist for assisting in the library, with the computers, in the cafeteria, and sometimes, in the classroom.

WHATELY SCHOOL COMMITTEE

The School Committee is responsible for review and approval of the school's annual budgets, and for establishing educational goals and policies for the school, which are consistent with the requirements of state laws, goals, and standards established by the State Board of Education. With the Massachusetts Educational Reform Act of 1993, the School Committee also became responsible for the yearly review and approval of the School Council's School Improvement Plan.

The Whately Elementary School Committee is made up of three elected members from the community. Members serve in rotating three-year terms. The School Committee meetings are usually scheduled each month. All meetings are open to the public.

WHATELY SCHOOL COUNCIL

The Whately Elementary School Council provides a forum for parents, teachers, and the Sunderland community to participate in the creation of a positive learning environment for children attending Sunderland Elementary School. The mission is to assist the principal in identifying educational needs of students, review the school's annual budget and develop a School Improvement Plan.

WHATELY SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is a planning document that identifies educational goals and values, as well as specific goals for the school/learning environment. These include curriculum development, class size, professional development, parent/guardian involvement, school safety, school climate, extra-curricular activities, and the diverse learning needs of students. The School Improvement Plan is written for three-year periods and serves as the basis for the School Council's focus throughout the year. Once it is prepared, it is submitted to the Whately Elementary School Committee for review and approval.

The Whately Elementary School Council is also responsible for preparing a School Council Report each year. The report contains a description of the School Council operations and identifies the current School Council membership. The main portion of the report reviews the focus and priorities of the council's work during the school year, as they relate to the established mission and goals of the council, which have been identified in the School Council's School Improvement Plan. Finally, the report describes the preliminary agenda for the council's work for the following academic year. This report must be submitted to the Whately Elementary School Committee by June of each school year for their review and approval.

PARENT/GUARDIAN TEACHER ORGANIZATION (PTO)

The objective of the PTO is to promote a strong working relationship between parents/guardians, teachers, and administrators so that all may contribute effectively to the education and development of all students. Membership is open to all parents/guardians and staff of the Whately Elementary School. Meetings are held once a month, with open discussion and decision-making.

The PTO supports educational and cultural enrichment programs within the school. Through fund-raising and special promotions, the PTO is able to provide financial support for special programs and educational materials. The PTO donates money to teachers for special supplies or teaching materials for their classrooms, donates money to the school library, and promotes the arts through funding and sponsorship of special programs. PTO officers are elected in the fall of each year.

FOR ALL ELEMENTARY SCHOOLS (ALL OF UNION 38)

ENROLLMENT

PRESCHOOL (AGES THREE AND FOUR)

The purpose of the Early Childhood Program is to provide a preschool experience for three- and four-year-olds, which will help to prepare them for their elementary school experience. The Early Childhood Program provides stimulation and enhancement of individual skills and concepts in the areas of communication, problem solving, gross and fine motor skills, social/emotional development, early literacy development, and self-expression through the arts. Providing comprehensive programming to meet individual needs at an early age allows for greater academic success in the primary grades. Children have repeated opportunities to interact, explore, and discover. The aim of the program is to foster a sense of community within the classroom, which is based on trust, respect, and cooperation, where children learn to value themselves and others, and to appreciate and accept individual differences.

The Early Childhood Program is a mandated program in accordance with Public Law 94-142 and Chapter 766, under the Office of Special Education. A full day, full-year preschool program is available and is partially funded by a Massachusetts Department of Education Community Partnerships Grant. The program accepts three- and four-year-old children from all four towns in the Union 38 School District. The program is designed to meet the needs of working families by providing an affordable, high quality preschool program between the hours of 8:15 a.m. to 5:30 p.m.

In addition, Union 38 School District Early Childhood Education Program offers half-day preschool programs for three- and four-year-old children. The early childhood classroom is an integrated program for both special needs children and their typically developing peer partners. The programs offer educational programming; therapies such as speech/language, occupational, and physical therapy; screening and assessment; and parent support services such as home visits. The classrooms are housed in the Conway Grammar School, Deerfield Elementary, Sunderland Elementary, and Whately Elementary Schools. All preschool programs meet the accreditation standards set by the National Association for the Education of Young Children.

PRESCHOOL SCREENING

Preschool children (aged three to four) can participate in an early childhood screening. This is in accordance with 603 CMR 28.03 (1)(d) state regulations. The purpose of preschool screening is to gather information on each child's development and skill acquisition to help the educational team determine if specific supports and/or further assessments are needed. Participation in the preschool screening program is optional, and parents/caregivers are asked to fill out a screening permission form prior to screening. Areas of screening include: vision, hearing, gross and fine motor, communication, social-emotional, concepts, and developmental history to garner a holistic picture of a child's strengths and possible areas of need. Parents/guardians will receive a letter notifying them of their child's screening results and recommendations, which can include a meeting with the screening team to review the results in detail and discuss next steps. Preschool screening is completed by October to ensure early identification and the provision of early intervention(s) and to provide timely opportunities to partner with families on behalf of their child's development.

PRESCHOOL HANDBOOK

More information is available in the [Pre-school Handbook](#).

ENROLLMENT AND ADMISSION TO ELEMENTARY SCHOOLS

All children of school age who reside in Conway, Deerfield, Sunderland, or Whately with a parent/legal guardian or an adult who has assumed legal responsibility for the student, will be entitled to attend the public school of the aforementioned town they reside in. In addition, certain children who do not reside in a town within the school district, but who are admitted under School Committee policies relating to non-resident students or by specific action of the School Committee, may also attend a Union 38 public school.

New students who attend grades K-6 will register at their prospective schools.

Advance registration for prospective kindergarten students will take place each spring. All children who reach the age of five years on or before September 1st of the current school year are eligible for kindergarten in September. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal and proof of immunizations as required by the state and the School Committee. Proof of residency and legal guardianship are required for enrollment. Additionally, proof may be requested by the district any time questions arise regarding the residency of guardianship of an enrolled student.

Children transferring into the school district from other school systems will be referred for grade placement to the school principal. If the grade level classification of the child is doubtful, the principal shall confer with the superintendent or designee before making permanent assignment. Except in extraordinary circumstances, students will not be assigned to a higher grade until they have spent a full year in their present grade in this school district or other school system.

RESIDENCY FOR SCHOOL ATTENDANCE

Under Massachusetts law a child may attend the schools in the town which they reside. To attend public schools in Union 38, a student must reside permanently in Conway, Deerfield, Sunderland, or Whately and must reside with at least one parent or legal guardian who has physical custody. Typically, the residence of a child under 18 is the residence of the parent(s)/legal guardian(s) who has/have physical custody of the child. "Residence" is the place where a person dwells currently, with an intention to remain, and is the core of their domestic, social, and civil life.

The school district may require a variety of documentation to establish proof of residency and custody. Investigations may be made by school officials to assure that a student maintains a bona fide permanent residence in the town. Parents/guardians are under a continuing obligation to inform the school district of any and all changes to the student's residential status.

Any student who is determined to be a non-resident while enrolled in any of our Union 38 elementary schools will be dismissed for non-residency. The dismissal may be appealed to the superintendent, and the student may be allowed to remain in school pending the outcome of the appeal.

KINDERGARTEN SCREENING

Children entering kindergarten participate in a screening assessment that is designed to review a child's development and identify children who may be in need of further evaluation to determine eligibility for special education services. This screening is required under 603 CMR 28.03 (1)(d), which governs special education and related services in public schools as well as in public or private day and residential schools. The kindergartener's screening team typically consists of the following specialists: speech/language pathologist, occupational therapist, physical therapist, school nurse, and kindergarten teacher. Screening information is compiled from the following areas: vision, hearing, gross and fine motor, communication, social-emotional, concepts, and developmental history, to garner a holistic picture of a child's strengths and possible areas of need. During this process, therapists and teachers document observations of each child and analyze the results through an interdisciplinary team process. Kindergarten screening is completed by October to ensure early identification and the provision of needed support. Letters are sent to parents or guardians regarding the results of the screening and may include

recommendations for further screening or evaluation. The opportunity to share information on the child's development and ways to partner with families occurs in the fall during parent/guardian conferences. If a child is determined to need specialized support, services will be provided through the school's support team and may include Section 504 or Chapter 766 services.

Also effective July 1, 2023, students' reading ability and progress in early literacy skills will be screened for all students in kindergarten through grade three. This is consistent with Section 2 of Chapter 71B of the General Laws and the Department's dyslexia and literacy guidelines. If this screening determines that a student is significantly below relevant benchmarks for age-typical early literacy skill development, the school team will determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school will inform the student's parent(s) or guardian of the screening results and the school's response and shall offer an opportunity for a follow-up discussion.

CURRICULUM AND EDUCATIONAL PROGRAMS

FAMILY REQUESTS FOR CLASS PLACEMENT

The teachers and administration spend many hours building classes that will work cooperatively and develop into outstanding learning environments for all children. Parents are invited to write a letter sharing specific details about their child to assist in the placement process. The letter should follow the guidelines listed below and be submitted by the first week in May:

- Share only specific information that is related to your child (academic, social, emotional, health).
- Share only personal experiences (student histories) your children have had at the school.
- Identify a few friends your child may like to have in class or any students from whom your child should be separated from.
- Refrain from requesting specific teachers, instead describe the teaching environment that would be best for your child.

COMMON CORE

In an effort to provide the best education to our students, the curriculum in the Union 38 Schools is based on Common Core Curriculum as outlined by the Massachusetts Department of Education and is continually examined and revised by teachers and staff. Current research and strategies about best practices in teaching and learning are considered. The Union 38 Schools currently have teacher-authored curriculum guides in the areas of Language Arts, Spelling, Science, and Mathematics. These guides outline overall instructional goals, as well as specific grade level skills for students. On an annual basis teachers are expected to review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, and that appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such material. The director of elementary education can be reached at the central office at 665-1155.

ART

The visual arts are important in developing and enriching the whole child. Art provides a vehicle for both creative expression and problem solving. The lesson establishes a set of parameters and a goal that is worked out through the use and manipulation of art materials. Frequently, the curriculum introduces art history and can coordinate specific studies at a grade level. The students make decisions and choices that are personally theirs. Art is an area in which students can take risks and build self-esteem. By sharing their efforts, we become benefactors of their experience. The success of the project is not solely determined by the finished piece but the internal growth. The success of these projects often adorns our hallways.

Music

Our music program is a comprehensive program for students in grades K through six. While the students are exposed to a variety of genres, the program is also very participatory. Students learn about the various styles of music from classical to jazz and the important musicians from each of our periods of history, and how music has helped shape our cultures. Through movement and song, students are encouraged to express themselves and explore the many opportunities available through music. In preparation for the instrumental program, third and fourth graders are taught the recorder along with basic elements of music. They usually perform twice each year.

Each school has a chorus of fifth- and/or sixth-grade students. Students rehearse once a week and review healthy vocal technique, incorporating mindfulness.

INSTRUMENTAL BAND

Students in grades 4-6 are eligible to participate in the school's band program, which offers free thirty-minute group lessons during the school day. In September, the band teacher introduces the available instruments—flute, clarinet, alto saxophone, trumpet, trombone, and percussion—through demonstrations. Students can rent, purchase, or borrow a school instrument, and are provided with information on how to obtain one. If parents wish for their child to participate, they need to complete a registration form.

The band program includes small group lessons scheduled weekly. Students are placed in small groups for lessons and join the school band as they become more proficient on their instrument. Fourth graders rehearse in the Prelude Band, while fifth and sixth graders form the Encore Band. Throughout the year, concerts are scheduled, culminating in a combined performance by the four Union 38 schools in the spring at Frontier Regional.

Playing a musical instrument enhances various skills such as mathematics, reading, self-assessment, and cooperative learning, while also boosting self-confidence and self-esteem. Music is a valuable complement to both life and learning. Information about the program, including details on instrument rental, is sent home with students and included in the school newsletter.

STRINGS PROGRAM

Students in grades 3-6 are eligible to participate in the strings program at the school they attend. Early in September, the strings teacher does a demonstration of all instruments available for study.

Students may rent, purchase or borrow a school instrument. Small group lessons of homogeneous instrument groups are offered during the school day, as well as individual lessons.

LANGUAGE ARTS

Our Language Arts curriculum strives to ensure that all students develop into confident readers, writers, and communicators with critical and creative thinking abilities. The teaching of Language Arts is integrated across content areas as a means to acquire and demonstrate knowledge. For example,

students may keep written journals or logs in math and science, read and write reports in social studies, or read an interesting story or poem about a science topic. The Union 38 spelling curriculum encourages the study of word structures and word meanings. Research has indicated that spelling is a conceptual process that is gradually mastered over a period of time. Spelling is not merely the memorization of words; it involves using a variety of strategies. Our goals are to equip students with a variety of strategies that will enable them to attempt words they wish to spell, and to support the transition from invented to conventional spelling.

ENGLISH LANGUAGE LEARNERS

In accordance with federal law, state law, and the Massachusetts Department of Education regulations and guidance, the Frontier Regional School District will provide an instructional program for all identified English language learners (ELL) in grades kindergarten through 12 that is designed specifically to assist them in learning English and in learning subject matter content.

The Frontier Regional School District will identify students whose dominant language may not be English through home language surveys, English (PHLOTE), observations, intake assessments, and recommendations of parents/guardians, teachers, and other persons.

Identified students will be assessed annually to determine their level of proficiency in the English language.

MATHEMATICS

Our Mathematics curriculum aims to empower all students to develop into mathematical thinkers and problem solvers. Students are encouraged to use estimation, mental math, paper-and-pencil, calculators, or manipulatives to problem-solve. They learn to approach basic skills with computational fluency, that is, to understand why they are using a specific strategy or algorithm and why it “works” to solve that particular problem. New materials and strategies are consistently introduced and reinforced to help prepare the children for the realities of the future.

Multiple strategies and solutions are encouraged, thereby broadening the understanding of problem-solving as well as promoting an acceptance for a broader range of personal learning styles. Students explore mathematical problems in depth, work together, use a variety of concrete materials and appropriate technology, and express their mathematical thinking through talking, drawing, and writing.

SCIENCE

Our belief is that students learn science by engaging in authentic tasks of inquiry, reasoning, and problem solving. Our goal is for students to develop into scientific thinkers who can make observations, ask questions about the natural world, plan and conduct simple investigations, and use technology to solve scientific problems..

SOCIAL SCIENCES

Our social sciences curriculum reflects the Massachusetts Social Studies Curriculum Framework document. Grade 3 will be studying Massachusetts history and geography. Grade 4 will study ancient civilizations, world geography, current events, and American inventors. Grade 5 will continue with a review of ancient civilizations and U.S. history from its origins until 1815. Grade 6 will study topics in world history, additional ancient civilizations, major world religions, world geography, and immigration.

SPANISH

We provide age-appropriate Spanish lessons to all students from first through sixth grade.

PHYSICAL EDUCATION

The physical education program has as its objective the physical, social, emotional, and intellectual development of children. This development is achieved through a balanced program of fundamental movement, ball handling, rhythmic activities, games of low organization, gymnastics and tumbling, relays,

team sport skills, and physical fitness activities and testing. A major emphasis is made to foster a positive attitude toward physical activity and the joys of participation. Although some activities are competitive, the physical education program stresses cooperation and sportsmanship.

LIBRARY MEDIA

The mission of the school library media center is to assist in providing a quality education for every child and to encourage lifelong literacy and learning through reading. Library media centers provide an environment in which students and staff learn to access, evaluate, and apply information using a variety of print and electronic formats. The library media center supports the school's curriculum and assists members of the learning community in becoming effective users of information.

Children may come to the library whenever they need or want to, as long as their teacher approves. Each class visits their library at least once a week for readings, author talks, book talks, library skills lessons, curriculum extension activities, and enjoyment of the library's resources. School librarians are involved in obtaining materials for teachers and students and for promoting an atmosphere conducive to appreciation of literature, books, and reading for fun.

LIBRARY CHECKOUT

All Union 38 students are able to check out library books. Children in grades Pre-K-2 may sign out books for a one-week period, and children in grades 3-6 may sign out books for a two-week period. They also are permitted to renew them for an additional two-week period. Pre-K students may have one book out at a time. All other students may have three books out at a time. Everyone can return their items as soon as they are ready for something else, regardless of their scheduled visit. Parents/guardians may borrow ten books per two-week loan period. All materials must be returned in an appropriate condition. Patrons will be charged a nominal fee for any lost or damaged books.

TECHNOLOGY PROGRAM

Technology plays a vital role in enhancing learning across the curriculum for students in grades K-6. The Technology curriculum, based on the Massachusetts Digital Literacy and Computer Science Curriculum Framework, aims to equip students with essential skills to use technology responsibly and strategically for academic and non-academic goals.

All students in grades K-6 have Technology class once a week, which for kindergarten is combined with library time. In grades 3-6, students receive keyboarding training through Keyboarding Online web software, while younger students use Keyboarding Without Tears. We incorporate various digital tools, including Microsoft Word, Google Docs, Excel, and Google Sheets, for word processing, spreadsheet tasks, and visual presentations using PowerPoint and Google Slides. Internet use for research and interactive assignments is integral, with a focus on proper digital citizenship, including how to appropriately cite online sources.

Additionally, students learn to use digital cameras and a scanner to enhance their projects. Technology classes emphasize creativity, critical thinking, and responsible technology use. Rules regarding Internet use are reviewed annually, ensuring students understand how to use technology effectively and ethically.

Curriculum Content Accommodations

Consistent with Massachusetts regulations, 603 CMR 26.05(1), our school through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content. Please note that such exclusions do not apply to general educational disagreements, pedagogical preferences, or philosophical objections.

FIELD TRIPS

Field trips are extensions of the instructional program. Their purpose is to provide educational opportunities that cannot be offered within the building for acquiring skills, understanding, and appreciation of the content. Permission from a parent/guardian is required for children to participate. Permission slips will be sent home before each class field trip. Students are expected to follow the same standards of behavior that are expected while on school grounds. Students choosing not to follow these standards of behavior while on a field trip may be returned to school and/or lose the privilege of going on subsequent field trips. The costs of most field trips are paid for by the parent/guardian. Efforts are made to seek grant funding or alternative funding sources to reduce costs. Scholarships are always available. At no time will any student be excluded from participation because of financial hardship.

All family members attending field trips as chaperones are required to complete a CORI form. Forms are in the main office of each school building.

UNION #38 JR. OLYMPICS

Each year in June, students in grades 3, 4, 5, and 6 participate in a district-wide day featuring track and field events. This activity, modeled after the Olympic Games, brings students and schools together from Conway, Deerfield, Sunderland, and Whately for the purpose of experiencing athletic competition. Participants are matched randomly in a combination of individual and team events. Such events may include: the 50-yard or 100-yard dash, the 440- or 880-yard run, the long jump, and the softball or shot put throws. The culminating activity each day is the team relay races, which are always an exciting event.

Students learn and train for the event during their physical education classes and during their class recess times in preparation for the day. Parents/guardians are invited to attend the day-long event and are encouraged to cheer on all students. In addition, parents/guardians can shape the success of the day by being a volunteer. Tasks include organizing student groups for events and recording times and distances for events. Specific information about the day and scheduling will be provided prior to the scheduled event day.

NATURE'S CLASSROOM

Nature's Classroom is a one-week residential educational experience, which takes place in a designated [Nature's Classroom](#) site. Students attend Nature's Classroom in sixth grade. The program uses the outdoors for learning experiences that cannot easily take place in the classroom. Students and teachers learning outdoor awareness in this extended classroom can use the experiences to improve their understanding of the natural environment, their school subjects, and the way people live. The program includes activities such as animal live trapping, examining life in lakes and swamps, investigating weather, colonial and Native American skills, and confidence building group challenges. A variety of field walks, classes in all subjects, and evening activities ensure an exciting, stimulating experience.

Students stay in cabins with their peers and are chaperoned by school personnel. Professional staff counselors direct the camp. More detailed information about clothing and equipment, food and lodging, etc., will be provided during the school year. Parents/caregivers can pay in installments beginning in their child's fourth-grade year. Scholarships may be available for parents/caregivers who are unable to pay. Contacting the Principal concerning scholarships is the recommended process.

OUT OF SCHOOL TIME PROGRAM

The Union 38 Out-of-School-Time Program is committed to providing a safe, fun, and educational atmosphere for children attending grades K-6 in any of our Union 38 elementary schools: Conway Grammar School, Deerfield Elementary School, Sunderland Elementary, and Whately elementary. Each elementary school has an on-site program and provides a high adult to child ratio (1:10/11) to facilitate quality interactions between staff and students. Children self-select activities throughout the program hours. By offering choices and allowing for input into the design of the program, children are given the opportunity to develop the other 3 R's — resourcefulness, responsibility, and reliability.

The program meets in the morning prior to the start of the school day from 7:00 a.m. to 8:30 a.m. and at the completion of the academic day from 3:00 p.m. to 5:30 p.m. Families may choose a one to five day per week schedule.

Students may be involved in the program in a variety of ways. They may choose to attend the before or after school program which follows the Union 38 school year calendar. Opportunities for exploration are provided through several enrichment programs, which are offered throughout the year.

In the past, programs have been offered in karate, science, music, art, drama, foreign languages, nature studies, floor hockey, horseback riding and field hockey. The program provides a time and space for students to work on homework assignments. Private tutoring is not available through the out-of-school-time program, but every effort is made to help students to succeed in their academic work. A healthy snack is provided in the afternoon; some schools may offer additional services.

Children may also attend the program on half and full curriculum days and when teachers are in session but students are out of school. In addition, the Out-of-School time program operates a vacation camp, River Valley Day Camp, during the February and April school vacations, as well as a summer camp, which is located at the Deerfield Elementary school.

Application to the program can be made through the site coordinators or by contacting your child's school. For additional information, please call Director of the Out-of-School-Time Program.

APPLICATION AND TUITION TO OUT OF SCHOOL TIME PROGRAM

Application to the program, including emergency contact information, can be made through the site coordinator. A non-refundable \$40.00 application fee is required at the time of enrollment. Tuition is due the first of each month. Failure to pay by the 15th of the month will result in dismissal of your child from the program, unless alternate arrangements have been made with the program director or billing office. Tuition is due for the number of days per week that have been contracted, regardless of absenteeism. Financial aid is available according to the Massachusetts state sliding fee scale to determine rates for income eligible families. For additional information and current tuition costs, please contact the site coordinator for your school:

- Deerfield Elementary School: (413) 665-1408
- Sunderland Elementary School: 413-665-9030
- Conway Grammer School: 413-369-0280
- Whately Elementary School: 413-665-6674

ARRIVALS AND DEPARTURES

When dropping off or picking up your child, please let the teachers know that you've arrived and use the sign in/out book in the Out-of-School-Time Program. If you have an emergency and know that you will be late, please call the site coordinator.

ABSENTEEISM

Please send a note to school or call if your child will not attend the after-school program that day.

LATE PICK-UP POLICY

If you arrive between 5:30-5:45 p.m. to pick up your child, you will be charged a fine of \$5.00. After 5:45 p.m., an emergency contact will be called to come and pick up your child. If no emergency contact can be reached by 6:00 p.m., the local police will be called for assistance. The program requires thirty (30) days written notice to the site coordinator prior to withdrawing your child from the program or to change your child's scheduled days of attendance, unless prior arrangements have been made.

WITHDRAWAL

If a child is withdrawn from the program without thirty (30) days' notice, the parent/guardian(s) will be held responsible for the tuition payment for that month, and it will not be possible to refund money on deposit.

FAMILY PICNIC

At the end of each year the Out-of-School-Time Programs celebrate with a family picnic. The event is rotated to a different school in the district each year. Parents/guardians are asked to bring a side dish or dessert to share. Entertainment makes this event a fun time for all.

GRADES, NORMS, & RUBRICS (UNION 38)

STANDARDIZED TESTING PROGRAM (MCAS)

MCAS (Massachusetts Comprehensive Assessment System) is administered each spring to grades 3-6. At the elementary level MCAS scores are used to help the school evaluate best practices in teaching. The following tests are administered in the following grades:

- Grade 3: Math and Language Arts
- Grade 4: Math and Language Arts
- Grade 5: Math, Language Arts, Science and Technology/Engineering
- Grade 6: Math and Language Arts

The Education Reform Act of 1993 instituted annual student achievement testing called the Massachusetts Comprehensive Assessment System (MCAS) in grades 3, 4, 5, and 6. All students enrolled in these grades participate in standardized testing which assesses student comprehension in several areas. Full statewide implementation of these new requirements began in 1998. The test is a state requirement without an option for families to opt their children out. Students will receive a zero on the test if families refuse to have their children participate in testing.

PROGRESS REPORTS

Progress reports (standards-based report cards) are given to students three times a year (December, March, and June). Teachers will review the child's progress during parent/teacher conferences. Parents/guardians may request an additional progress update meeting any time by contacting their child's teacher.

FAMILY GUIDE TO REPORT CARDS

We are pleased to distribute our newly revised student report cards, developed by district teachers to align with the most up to date Massachusetts curriculum standards. This guide is provided to help families understand the new format and to share the many ways that teachers assess student progress in the district learning standards. This document is also posted to school websites where the embedded links connect to our district benchmarks, rubrics, and assessments. We hope that you find this information useful, and we welcome your comments and questions about the new format.

- **What is a standards-based report card?** A standards-based report card is designed to clearly communicate student progress on district standards and benchmarks focusing on what is most important for students to know, understand, and be able to do in each subject area and grade level.
- **What are standards and benchmarks?** Standards and benchmarks describe the essential knowledge and skills that are taught and define what students are expected to learn. They are written for each grade level and build upon each other from grade to grade. Union #38 district curriculum standards reflect standards identified in the [Massachusetts Curriculum Frameworks](#).

STANDARDS BASED GRADING

In a standards-based grading system the specific concepts, understandings, and skills that students are expected to learn in each subject are assessed. Instead of receiving a single grade for an entire subject such as mathematics, students' proficiency on specific skills is measured and reported as follows:

- **M:** Meets grade level expectations.
- **Ap:** Approaching grade level expectations.
- **Bg:** Beginning to approach grade level expectations.

The report card contains standards for the entire academic year. Not all standards are taught or assessed each term. An asterisk * indicates standards not yet assessed.

HOW IS STUDENT ACHIEVEMENT MEASURED?

Teachers use a variety of assessment tools and strategies, including observation of daily class work, to measure student progress and guide instruction to support learning. Following is a list of some of the assessment tools used.

READING

Student achievement in reading is measured through student performance on classroom reading assignments and through performance on a variety of assessments including:

- [Fountas and Pinnell Benchmark Assessment](#): Individually administered reading assessment used to determine a student's instructional reading level.
- [Reading Text Levels by Grade](#)
- [Descriptions of text levels](#) - Posted by Charlotte Mecklenburg Schools, North Carolina
- More [Books by Reading Level Posted by Middle Country Public Library](#)
- NWEA MAP: This is a standardized computer-based reading assessment administered twice a year in grades 3 - 6. MAP provides a comparison of a student's reading level to peers at a national level. [What is MAP testing?](#)

WRITING

Student progress in writing is assessed on classroom based written assignments. In addition, students in K-6 participate in a more formal assessment of writing at the beginning and end of each writing unit of study.

- On Demand Assessments: Students demonstrate their writing development through responding to a specific writing prompt at the beginning and end of each writing unit. Teachers assess students' writing and growth using grade and genre specific rubrics developed by Teachers' College Reading and Writing Project.
- Students are taught to evaluate their own writing using checklists.
- [Sample Student Writing Checklist](#)
- PK-6 Continuum of writing skills. Specific writing skills in various genres are on a continuum from PK-6
- Progression of Writing Skills PK-6 by Grade Level and Genre:
 - Narrative Writing
 - Informational Writing
 - Opinion/Argument Writing

SPELLING

Student spelling is evaluated based on students' demonstration of spelling skills in written class assignments. In addition, teachers use a standardized measure called the [Words Their Way Spelling Inventory](#), a brief but accurate assessment of students' knowledge of letter sound relationships. Words are ordered by difficulty to sample features of print.

- **Five Stages of Spelling Development:** The stages of spelling development are Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations. These stages describe students' spelling behavior as they move from one level of word knowledge to the next.

- Spelling Stages by Grade
- Explanation of Stages of Spelling Development
- District Spelling Level Expectations per Marking Period

MATHEMATICS

Students' development of math problem solving strategies and conceptual understanding is assessed through review of daily work and through standardized measures.

- **Exit Tickets:** At the end of a lesson a teacher may ask students to show what they learned by completing a few problems independently. These “tickets” are collected and assessed by the teacher to determine what students know, understand, and are able to do, and to plan for the next lesson.
— [What is an Exit Ticket?](#)
- **AIMSweb Computational Fluency Assessment Grades 1-3:** Mathematics Computation (M–COMP) is a brief, standardized test of math operations that are part of the typical elementary curriculum with national norms.
— [National Norms for Computation](#)
- **NWEA Measures of Academic Progress for Math:** This is a standardized computer-based math assessment administered twice a year in grades 3-6. MAP provides a comparison of a student's math skills compared to peers at a national level.
— [What is MAP testing?](#)

SCIENCE

Student performance on the national Science Practices is assessed through participation in science and engineering design explorations and inquiry activities.

- District Rubric Based on National Science Standards
- Student performance on in class science projects may be assessed through some of the following questions and tasks:
— [Gr K - 2 Sample Science Assessment Questions](#)
— [Gr 3 - 5 Sample Science Assessment Questions](#)
— [Gr 6 - 8 Sample Science Assessment Questions](#)

HISTORY/SOCIAL STUDIES

Student performance on in-class assignments and projects is assessed by teacher developed tasks and projects specific to the project. Many social studies assignments integrate reading, writing, research, and computer literacy skills. Components of the grade specific rubrics for Informational Writing are often used by teachers to evaluate student work in History and Social Studies.

SKILLS THAT SUPPORT LEARNING

Teachers observe students' self-regulation, organizational skills, and interactions with peers and adults during informal and formal learning experiences throughout the school day. District learning standards for Classroom and Community Skills and Approach to Learning reflect national standards developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL): [Social Emotional Learning Standards from CASEL](#).

Empathy, problem solving, and emotion management are explicitly taught, modelled, and practiced using curriculum developed by the organization Committee For Children called Second Step. This program is designed to promote school success, self-regulation, and a sense of safety and support.

- [Second Step Scope and Sequence](#)

A district rubric was developed by teachers, in collaboration with school counselors and psychologists, to assess skills and behaviors expected for school success. Students are often asked to evaluate themselves on this rubric before teachers complete report cards.

- [Union 38 Rubric Skills that Support Learning](#)

ELIMINATION OF THE MARK M+ (EXCEEDS STANDARDS)

What happened to M+ ? A student who meets grade level expectation for a standard has achieved the goal and learning for that term. Meeting expectations is like hitting a bullseye on a target. M means that a student has demonstrated conceptual understanding, problem-solving strategies, or other skills expected during a particular marking period. A three-level scale (Bg, Ap, M) shows students' achievement in relation to the grade level standards as opposed to how they compare to other students. Many learning standards cannot be exceeded. For example: Solves subtraction problems within 100. (Subtracting numbers larger than 100 is a different standard.)

After a careful review of current research on standards-based grading and following two years of work with a national consultant on designing instruction to meet individual students' needs, district teachers decided to eliminate the rating of M+, what used to be Mastery Plus, in our grading system. Here are the top reasons:

- Meeting expectations is like hitting a bullseye on a target. An M means that the student has achieved the learning goal. A student who earns a mark of M has demonstrated conceptual understanding, problem-solving strategies, or other skills the student is expected to show during a particular marking period.
- Consistency and Clarity: A clear definition of the competencies required for a student to meet grade level expectation for each standard provides a consistent measure for all teachers and students.
- Many learning standards cannot be exceeded. Here are some examples:
 - Solves subtraction problems within 100. (Subtracting numbers larger than 100 is a different standard.)
 - Uses punctuation and capitalization accurately. (Capitalization and punctuation are either accurate or not accurate.)
 - Identifies and compares the values of all U.S. coins. (A quarter is 25 cents and is therefore worth more than a dime, which is 10 cents. The student either knows the value of coins and understands how to compare their value or has not yet met this standard.)
 - Identifies upper- and lower-case letters. (There is no way to identify more letters than 26 upper- and 26 lower-case letters.)
 - Demonstrates understanding of the relationship between absolute and relative location. (The absolute location of St. Louis is 38°43' North 90°14' West. Its relative location is in eastern Missouri, on the west bank of the Mississippi River. This is a concept that a student either understands or has not yet learned.)
 - Uses classroom materials and tools as expected. (A student who uses pencils to write, rulers to measure, and computers to complete an assigned task meets the standard. There is no way to exceed this expectation.)

WHY CAN'T M+ BE USED TO SHOW DEPTH OF THINKING?

Depth of thinking skills are their own standards in our curriculum and all students are expected to achieve them. Here are two examples from our curriculum:

- Constructs viable arguments and evaluates the reasoning of others.
- Applies critical thinking skills when solving problems.

WILL STUDENTS LOSE MOTIVATION WITHOUT AN "EXCEEDS THE STANDARD" TYPE OF GRADE?

A central goal in our district is to develop students' intrinsic motivation for learning. Eliminating M+ focuses teachers and students on the learning rather than on the grade.

HOMEWORK POLICY

Each school determine homework expectations, shared with families at curriculum night.

RUBRICS AND NORMS

READING TEXT LEVEL

Note: the numbers below represent reading levels as presented in PowerSchool, which are matched to the corresponding Fountes-Pinnel Text Levels based on alphabetical order (e.g. 1=A, 26=Z).¹

Grade		Term 1 December	Term 2 March	Term 3 June
K	Approaching	Not Applicable	1	2
	Meets	1	B / 2	C / 3
Grade 1	Approaching	4	5 -7	8
	Meets	5	8	10
Grade 2	Approaching	8 -9	10 – 11	11 - 12
	Meets	10	12	13
Grade 3	Approaching	13	14	15
	Meets	14	15	16
Grade 4	Approaching	15-16	16-17	17-18
	Meets	17	18	19
Grade 5	Approaching	18-19	19/20	19-21
	Meets	20	21	22
Grade 6	Approaching	20-21	21-22	22-23
	Meets	21-22	22	23-24

WRITING SCORES FOR CALKINS' ON DEMAND

All Grade Levels	Term 1 December	Term 2 March	Term 3 June
Meets	2.5 – 4.0	3.0 – 4.0	3.0 – 4.0
Approaching	1.5 – 2.0	2.0 – 2.5	2.0 – 2.5
Beginning	1.0 or lower	1.5 or lower	1.5 or

NWEA NATIONAL NORMS

¹

Reading	Fall	Winter	Spring	Math	Fall	Winter	Spring
Grade 3	188	196	199	Grade 3	190	198	203
Grade 4	198	203	206	Grade 4	202	209	214
Grade 5	206	210	212	Grade 5	211	217	221
Grade 6	211	214	216	Grade 6	218	222	225

WORDS THEIR WAY SPELLING LEVELS						
	Term 1 December		Term 2 March		Term 3 June	
	Approaching	Meets	Approaching	Meets	Approaching	Meets
Grade 1	1 Emergent	2 Early Letter Name	3 Middle Letter Name	4 Late Letter Name	4 Late Letter Name	5 Early Within Word
Grade 2	5 Early Within Word	6 Middle Within Word	5 Early Within Word	6 Middle Within Word	6 Middle Within Word	7 Late Within Word
Grade 3	6 Middle Within Word	7 Late Within Word	6 Middle Within Word	7 Late Within Word	7 Late Within Word	8 Early Syllables
Grade 4	7 Late Within Word	8 Early Syllables	7 Late Within Word	8 Early Syllables	8 Early Syllables	9 Middle Syllables
Grade 5	8 Middle Syllables	9 Middle Syllables	9 Middle Syllables	10 Late Syllables	9 Late Syllables	10 Early Derivational
Grade 6	9 Middle Syllables	10 Late Syllables	10 Late Syllables	11 Early Derivational	11 Early Derivational	12 Middle Derivational

AIMSWeb NATIONAL NORMS FOR COMPUTATIONAL FLUENCY

Grade 1 COMP		Percentile	Fall	Winter*	Spring
		90th	25	44	48
		75th	16	37	45
	Meets	50th	9	28	39
	Approaching	25th	4	18	30
	Beginning	10th	2	11	21

Grade 2 COMP		Percentile	Fall	Winter*	Spring
		90th	33	44	50
		75th	24	39	46
	Meets	50th	16	32	40
	Approaching	25th	10	23	32
	Beginning	10	6	14	22

Grade 3 COMP		Percentile	Fall	Winter*	Spring
		90th	46	63	68
		75th	33	55	64
	Meets	50th	22	42	56
	Approaching	25th	14	29	40
	Beginning	10th	8	19	26

MATHEMATICAL PRACTICE STANDARDS		
	Approaching	Meets Expectations
Makes sense of mathematical problems	Explains thought processes in solving a problem one way.	Explains thought processes in solving a problem and represents it in several ways.
Perseveres in solving problems	Stays with a challenging problem for more than one attempt.	Tries several approaches in finding a solution, and only seeks hints if stuck.
Uses models	Reasons with models or pictorial representations to solve problems.	Translates situations into symbols for solving problems.
Explains mathematical reasoning	Explains thinking for the solution Incorporates appropriate vocabulary and symbols in others.	Uses appropriate symbols, vocabulary, and labeling to effectively communicate and exchange ideas.
Models with mathematics	Uses models to represent and solve a problem, and translates the solution to mathematical symbols.	Uses models and symbols to represent and solve a problem, and accurately explains the solution or representation.
Solves problems efficiently and accurately	Solves either efficiently or accurately	Solves problems both efficiently and accurately

SCIENCE PRACTICES		
	Approaching Standard	Meets Standard
Asks scientific questions and defines engineering design problems	Asks questions that are both scientific and non-- scientific questions (i.e., not answerable through the gathering of evidence or about the natural world).	Asks questions that are typically scientific (i.e. answerable through gathering evidence about the natural world).

Plans and conducts investigations to show relationships among variables	Designs and conducts investigations using variables.	Designs and conducts investigations. Makes decisions about and shows relationships among variables, controls, and methods (e.g. number of trials).
Examines and interprets data to provide evidence to support explanations or solutions	Makes sense of data by recognizing patterns or relationships in the natural world and constructs explanations that focus on explaining how or why a phenomenon occurs.	Interprets data by recognizing patterns or relationships in the natural world and constructs explanations using appropriate supporting evidence
Uses and constructs models to predict or describe phenomena	Creates models to focus on describing natural phenomena.	Creates models focused on predicting or explaining the natural world. Evaluates the merits and limitations of the model
Constructs explanations or arguments based on multiple sources of evidence.	Supports claims with evidence or reasoning	Supports claims with multiple sources of evidence and critiques competing arguments. Builds on and questions others' ideas.
Uses the steps of engineering design to define and solve problems, including generating, testing, and improving solutions	With support uses the steps of engineering design to define and solve problems	Independently uses the steps of engineering design to solve problems

RUBRICS THAT SUPPORT GRADES 4 – 6

SOCIAL EMOTIONAL SKILLS		
Skills	Approaching Expectations	Meets Expectations
Regulates own emotions and behaviors	With support regulates emotions and behaviors	Consistently and independently regulates emotions and behaviors
Independently follows classroom rules and procedures	With support follows classroom rules and procedures	Consistently follows classroom rules and procedures
Demonstrates empathy and caring for others	Usually demonstrates empathy and caring for others	Expresses empathy for the feelings of others through words, body language, and deeds. Considers issues from multiple points of view in order to understand the feelings and thoughts of others
Works collaboratively with peers	With support contributes productively to accomplishing a group goal.	Consistently follows directions from group leader, group members, or adults who offer assistance. Supports and contributes productively to accomplishing a group goal.
Demonstrates respect to adults	Usually demonstrates respectful tone, eye contact, and language when interacting with adults	Consistently demonstrates respectful tone, eye contact and language when interacting with adults.
Demonstrates respect to peers	Usually demonstrates respectful tone, eye contact, and language when interacting with peers	Consistently demonstrates respectful tone, eye contact and language when interacting with peers
Solves problems and resolves conflicts as needed	With support, solves problems and resolves conflicts	Solves problems and resolves conflicts independently in an age-appropriate manner

APPROACH TO LEARNING		
Skills	Approaching Expectations	Meets Expectations
Focuses attention and listens	Maintains focus on tasks and demonstrates active listening skills with support.	Consistently and independently maintains focus on tasks and demonstrates active listening.
Follows multi-step directions	Follows multiple step directions with support.	Consistently follows multiple step directions without need for clarification.
Communicates thoughts and ideas verbally	Contributes thoughts and ideas during group discussions, in writing, and in conversations with peers and adults.	Clearly and consistently communicates thoughts and ideas during group discussions, in writing, and in conversations with peers and adults.
Perseveres in completing challenging tasks	Completes challenging tasks with support and encouragement.	Consistently completes challenging tasks independently.
Seeks assistance, support, or information as needed	With support, identifies and pursues opportunities to expand knowledge, skills and understanding	Consistently and independently identifies and pursues opportunities to expand knowledge, skills, and understanding and seeks assistance when needed.
Completes classroom assignments on time	Usually completes classroom assignments in time allotted.	Consistently and independently completes class assignments in time allotted
Keeps materials and workspace organized	With support, keeps materials and workspace organized	Consistently and independently keeps materials and workspace organized
Uses classroom materials and tools as expected	With reminders uses classroom materials and tools as expected	Consistently and independently uses classroom materials and tools as expected.
Demonstrates flexibility and creativity when completing tasks	Uses ideas derived or revised from the thinking of others.	Combines ideas in original ways to solve a problem, address an issue or accomplish a task
Applies critical thinking skills when solving problems	Identifies and addresses some key aspects of problems/tasks and uses some facts and relevant evidence to analyze information.	Identifies and addresses key aspects of problems/tasks and uses facts and relevant evidence to analyze information

STUDENT SERVICES

LOST AND FOUND

Every year, LOTS of things are lost and found. Students must take responsibility for personal property. The school is not responsible for lost or damaged items, including student devices such as iPads, cellphones, and other electronics. It is helpful if you:

- Label all belongings, including lunch boxes, backpacks, jackets, hats, gloves, boots, etc.
- Know what your child brings to school each day, and check with them on a regular basis to see that the items made their way home.
- Note that bus drivers often keep found items on the bus for about a week, and then will bring unclaimed items to the school's lost and found area.
- If an item goes missing, check the school's lost and found on a regular basis.

Lost and found items are stored in different locations at each school; please check with the front office at your school. Periodically, items are put on display for viewing and discovery.

Clothes and other articles that are not claimed after a reasonable amount of time are donated.

HOME LITERACY PROGRAM, PLAYGROUPS, OTHER SERVICES

The Union 38 Community Partnership for Children (CPC) is grant funded by the Massachusetts Department of Education to enhance the quality of early childhood programs and provide subsidies for working parents with young children ages 2 years 9 months – 5 years of age. CPC sponsors a home literacy program and playgroup for young children and provides a variety of services to both public and private preschool programs. For more information or if you would like to become a member of the council, contact the CPC Coordinator at 665-8928.

UNION 38 TRANSPORTATION AND SCHOOL BUSES

Bus service is provided to children who live further than 1.5 miles from their school. Safety concerns for students who live closer than 1.5 miles are assessed on an individual basis.

BUS SCHEDULES

Bus stops and schedules are published in the local newspapers and at www.frsu38.org just before school opens. The bus schedule for each year is based on the number of children on each route and is determined in August.

BUS PROVIDER

The district bus company is Grybko Bus Company in South Deerfield. Please contact Grybko Bus Company at 413-665-2838 if you need bus service or have any questions.

BUS SAFETY RULES AND POLICIES

Riding the bus is a privilege, not a right, and can be withdrawn if a student disregards bus rules and policies. The following rules and policies must be strictly adhered to for the safety and well-being of all school bus passengers:

- The bus driver is responsible for the safety and conduct of passengers and, therefore, has complete authority on the bus. Always obey the driver's instructions immediately.
- Students must be on time to the bus stop and wait at the designated stop. off the road, and in an orderly manner.
 - Stay off the road; do not play in the road.

- Do not push, pull, or chase any other students.
- Avoid trespassing on private property or being noisy while waiting for the bus.
- As the bus approaches, line up at least six feet off the road
- Students should stay at least 12 feet from the front or back of the bus at all times.
- Students should not approach the bus until it has stopped and the driver has opened the door.
- Students crossing the road should do so only upon the driver's instructions.
 - If possible, avoid crossing streets. If you must cross a street, do so only if you are sure no moving vehicles are approaching from either direction.
- Students will not push and shove when they are loading and unloading.
- Students should take their seats quickly; students should not change seats during the bus ride.
- Students will remain in their seats at all times and obey all instructions from the bus driver.
- Be considerate and respectful to the bus driver and other bus riders at all times.
 - Students should not throw items on the bus or eat food on the bus.
 - Do not extend body parts or any other items out the windows of the bus.
 - Student language on the bus should follow the same expectations as in the classroom.
 - Avoid shouting or excessive noise.
 - Keep the bus clean and sanitary.
 - Students should not, at any time, put their hands on another student.
- When arriving at school, students should follow adults' instructions and then go directly to their respective classrooms.
- Follow established routines and the instructions of the adult who is supervising them.
- Leave the bus quickly but courteously, without pushing any other students.
- Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
 - If you must cross a street as you leave the school bus, always wait for the driver to signal you to cross and be sure to walk in front of the bus (never in the back).
 - Always walk at a distance of at least 12 feet from the front of the bus.
 - Be sure to observe all safety precautions as you travel from the bus stop to your home.

LOST AND FOUND

If a child leaves any items on a bus, the driver will usually keep the item in the front of the bus for about a week. After that time, the item will be moved to the school's lost and found. You can also call Grybko's directly at 413-665-2838 to inquire about items left on the bus.

BUS INCIDENTS POLICIES

We use a "three-strike" system when faced with inappropriate/unacceptable bus behavior. If necessary, the bus company will fill out a Bus Incident Report and submit it to the principal.

- Any concerns about inappropriate student behavior or questions regarding the bus should be directed to the building principal.
- Any concerns about the bus or bus driver should be directed to Grybko's Bus Company at 413-665-2838. Parents should also notify the school office with their concerns.

CHANGES IN DISMISSAL ROUTINES/RIDING A DIFFERENT BUS

Parents/guardians are asked to limit plans that will require their child(ren) to ride a different school bus than usual. However, when it is absolutely necessary for a child to take a different bus, all students are required to have written parent/guardian permission (e.g., ParentSquare, email, written note). Please make every attempt not to make alternative transportation arrangements by phoning the school on the day of the change except in cases of emergency. Notice must include the address at which the student

will be temporarily picked up or dropped off. The school office will then inform the classroom teacher and/or driver.

No student will be let off at any place other than home or school without written permission from their parent/guardian. Bus students may ride on a bus other than the one they've been assigned to for childcare or playdate purposes by submitting a written request to the school's main office by 9:30 a.m. on the day of the change. A list of changes will be submitted to the bus driver, and only students whose names appear on the list will be dropped off at a stop other than their normal stop.

As per district policy, "Grades K-3 students will not be released from the vehicle unless a parent, guardian, or designated caregiver or sibling in grade 4 or higher, with parent or guardian approval, is present. If this occurs, the child will be returned to the school." Additional information can be found by accessing the following link: [Student Transportation Policy](#).

CROSSING GUARDS

Crossing guards are on duty before and after school to help students across designated streets. If a crossing guard is not on duty or at a crosswalk, students should use standard crossing protocol.

WALKING AND CROSSING STREETS SAFELY

- If a ball or toy goes into the street, ask a grownup to get it for you.
- ALWAYS stop at the curb. Do not run into the street.
- If there is a crosswalk, you should always use it and always cross streets only at the corners.
- Look all ways (left, right, and left again) before you enter or cross a path, sidewalk, street or driveway. Keep looking as you cross.
- Make eye contact with each driver before you pass in front of them.
- Never cross a street from between parked cars.
- Always use the sidewalk when walking to school. If there is no sidewalk, walk on the side of the road against traffic.

BICYCLE SAFETY

Students in grades 1-6 must have a parent/guardian's permission to ride their bicycles to school. Parents/guardians are asked to write a note to the principal stating that their child has permission to ride their bicycle to or from school.

Massachusetts Motor Vehicle Laws, Chapter 85, Section 11B, require that "any person twelve years of age or younger operating a bicycle or being carried as a passenger...shall wear a helmet." In response to this, students who bicycle to and from school are required to wear a helmet.

- Students should park and lock their bikes in the bicycle racks in the front of the school.
- Students are not permitted to ride their bikes in the area near the school entrance.
- Students should wear helmets at all times while riding their bikes.

BICYCLE SAFETY RULES

- Always wear a properly fitted bicycle helmet to protect your head—every time you ride.
- Use a bicycle that is the appropriate size for you, not one that is too big or too small.
- Before you ride, make sure you don't have any loose clothing, drawstrings, or shoelaces; they can get caught in your chain and make you fall.
- Have an adult check the air in your tires and that your brakes are working before you ride.
- Wear bright clothes so others can see you at all times of the day.
- Stay alert at all times; never listen to music when riding. Pay attention and watch for cars, people, and other bicyclists around you.

- Don't bicycle at night. If you must ride, make sure your bike has reflectors and lights and wear retro-reflective materials on your ankles, wrists, back and helmet.
- Before you enter any street or intersection, check for traffic by looking left-right-left to make sure no cars or trucks are there.
- Learn and follow the rules of the road.

RULES OF THE ROAD

- When riding in the road, always ride on the right-hand side (same direction as traffic).
- Obey traffic laws, including all the traffic signs and signals.
- Ride predictably—ride in a straight line, don't weave in and out of traffic.
- When riding on a sidewalk show respect for the people walking on the sidewalk. Let them know you are coming and always pass them on the left.
- Look for debris on your route like trash, stones, or toys that could cause you to fall off your bicycle.

UNION 38 FOOD AND NUTRITION SERVICES

COMMUNICATION

The Union 38 School District values communication, both from school to home and home to school.

CURRICULUM NIGHT

Curriculum Night is a school-sponsored activity held in the fall, typically in mid-September, to introduce parents/guardians to their child's teacher and to the curriculum being taught in the grade. Teachers spend about 20 minutes explaining grade level expectations, how they teach those expectations, and how parents/guardians can help in their child's learning. Specialists will be available to meet with parents/guardians and share information about tier 1 programming. The purpose of this evening is to give parents/guardians a general overview of the classroom activities. It is not a time for discussion about individual students.

PARENTSQUARE

The district's communication system, ParentSquare is our primary communication mode. ParentSquare allows families to download an app, housing all communication in one central location and to specify the mode in which you would like to be alerted (email, text, in-app). Along with this, families are able to interact with posts ('like/appreciate') and communicate with educators all with just one click. To learn more, reach out to your child's school directly. With this tool we are sure to keep our partnership strong. Please note, it is the responsibility of the family to provide current contact information.

SCHOOL WEBSITES

In addition to ParentSquare, our district and individual school websites are kept up to date with school events, important dates, and expectations. We encourage families to visit them often at the following links:

- [Frontier Regional and Union 38 School Districts](#)
- [Conway Grammar School](#)
- [Deerfield Elementary School](#)
- [Sunderland Elementary School](#)
- [Whately Elementary School](#)

FAMILY/TEACHER CONFERENCES

Our goal is to achieve 100% participation at conferences. Family/Teacher conferences are scheduled in the fall and some schools may have additional option conferences in the spring. Parents/guardians are asked to sign up for individual conferences to discuss their child's progress and any questions or concerns they have about their child's school experience.

Parents/guardians may request additional conferences at any time during the school year. Appointments can be made with the child's teacher by calling the school or by writing a note to the teacher. Sometimes concerns or confusion arise about student assignments or programs, or social or behavioral issues arise, for example. To resolve these concerns or confusion, parents/guardians are encouraged to initiate dialogue with their child's teacher.

SCHOOL CLOSINGS AND DELAYS

There are times when school must be canceled due to weather conditions or other emergencies and, at times, there may be a two-hour delay prior to the start of school. School closing decisions are made by the superintendent and are announced over the following television and radio stations. Note: closings or delays are publicized as *Frontier Regional/Union #38 School Districts*.

- | | | |
|------------------------|-----------------|-----------------|
| • WWLP (TV Channel 22) | • WHYN 93.1 FM | • WPVQ 93.9 FM |
| • WGGB (TV Channel 40) | • WMAS 94.7 FM | • WRNX 100.9 FM |
| • WHAI 98.3 FM | • WRSI 95.3 FM | • WAQY 102.1 FM |
| • WHMP 1400 AM | • WYRY 104.9 FM | |
| • WHMP 99.3 FM | • WTTT 1040 AM | |

The school respects a parent/guardian's decision to keep their child home or to pick them up early on days of inclement weather. On rare occasions, school may be canceled after the school day has begun. Such emergencies might include a mid-day snowstorm, loss of heat, power failure, etc. **When weather conditions turn stormy, parents/caregivers are advised to listen to the television and radio stations identified above. Please make sure you have discussed back up plans if school is dismissed early.**

School cancellation and delay announcements will also be posted to www.frsu38.org and sent out through ParentSquare. ParentSquare is the system that is used in our district to notify parents/guardians of important information. **It is critical that our database is up to date and includes correct home, work and cellular phone numbers.**

When delays occur, morning-only programs (e.g., half-day preschool) are not in session. We will utilize the ParentSquare calling system to inform you of closings/delays.

GENERAL COMMUNICATION

In September or early October there will be evening Curriculum Nights in each of the schools to share information about the general nature of your child's classroom program and to answer questions you may have about the school.

At the elementary schools, two (2) **early release days** will typically be scheduled annually during the month of November, to facilitate the scheduling of family/teacher conferences. Additional conferences may be scheduled at the discretion of the parent/guardian and the teacher. Sometimes concerns or confusion arise about student assignments or programs, or social or behavioral issues. To resolve these concerns, families are encouraged to contact their child's teacher.

Progress reports (standards-based report cards) are sent home in December/January and June and reviewed with families during family/teacher conferences.

Newsletters/email updates containing lists of important dates, and other news and information about the school are sent out regularly. Materials about activities which are not school sponsored must have prior approval from the superintendent's office. School related information requires approval from the principal.

DAILY COMMUNICATION AND NOTES FROM PARENTS/GUARDIANS

We understand that from time-to-time parents may have a concern about something related to school. We encourage families to communicate directly with staff about issues that arise and allow all involved to work collaboratively to come to a resolution. If a satisfactory resolution is not obtained, families should then bring the issue to the building principal. Please note, email communication is the preferred and most efficient way to communicate with educators during school hours. Educators are committed to the education of your children and are not able to take phone calls that have not been scheduled beforehand or immediately respond to emails.

Parents are asked to email the school or send in a note with their children for the following reasons:

- Requests to hold an additional conference.
- Clarification of assignments or homework.
- Students who ride the bus and who have permission to go home with another student who rides the same or different bus or who will be driven home. (Both families should send dated notes to the teachers.)
- Student absences. Notes for absences should include the date; the child's name; the parent/guardian's name; and the reason for the absence. If the absence was due to illness, clearly state the type of illness or symptoms.
- Students who are bus riders but have permission to be walkers.
- Students who are to be dismissed early.
- Students who are to stay inside for recess following an illness or for another clearly stated reason.
- Communications concerning Before- and After-School programs.

Note: Email is not an acceptable form of communication regarding changes in arrival and dismissal procedures for students. A note to school or phone call before 2:00 p.m. is preferred.

FAMILY COMMUNICATION

Union 38 faculty are sensitive to the needs of separated and divorced parents and work to keep them informed about their child's school progress when a separation, divorce, or custody agreement allows for this. All information remains confidential. The school's focus is on meeting the needs of students whose families are in transition. The school makes every effort to send written communication to both parents and to invite both parents to school meetings. If for some reason a parent has not received the needed information, they are asked to contact the school office.

COMMUNITY INTERACTION AGREEMENT

At Union 38 schools, we will use the following guidelines for all means of communication (meetings, emails, conferences, etc.) and interaction. This includes students, staff, parents/guardians and visitors to our school. In order to build respectful relationships among all community members, we agree to the following:

- Use respectful words and tone of voice in order to find common ground.
- Assume positive intentions.
- Consider other's point of view.

- Focus on building a partnership/team with the child(ren)'s best interest in mind.
- Take a breath - listen to each other.
- Enter all interactions in the spirit of compromise.
- Address and resolve conflicts as quickly as possible.
- Respect, resolve, move forward, and start new.
- Make generous assumptions.

We are committed to supporting all members of our community as we work towards fulfilling this agreement.

POSTING/SHARING FLYERS

The posting of notices at any of the Union 38 schools is permitted when the organizations are local and non-commercial. Posters of other activities of value to pupils may be placed in the building with the approval of the superintendent. Flyers and notices are not permitted to be sent home with children unless they are school- or district-approved. Flyers must be submitted to the superintendent for approval.

SCHOOL PHOTOS

Each year arrangements are made with a commercial photographer to take individual and class pictures. School pictures are usually taken early- to mid-October. Photos may be purchased by interested families at a reasonable cost. Arrangements are made with the photo company to have the finished product delivered in time for holiday gift-giving.

COMMUNICATING PROBLEMS

We understand that from time-to-time parents/guardians may have questions or concerns about something related to school. We encourage parents/guardians to communicate with staff about problems and allow all involved to work together to come to a resolution. When such a time arises, we ask that parents/guardians keep the following procedures in mind. Whenever possible, problems should be dealt with through the classroom teacher. If a satisfactory resolution is not obtained, parents/guardians should then bring the issue up with the principal. If further work on the problem is necessary, the next step would be to see the superintendent of schools and finally the school committee. When concerns involve programs or areas outside the classroom, parents/caregivers should request a meeting with the principal.

OPEN HOUSE

Open House is held in the fall to introduce parents/guardians to their child's teacher and the curriculum being taught in the classroom. The purpose of this evening is to give parents/guardians a general overview of the classroom activities. It is not a time for discussion about individual students. Parents/guardians, children, and other family members are welcome to attend Open House.

SAFETY AND SECURITY

All Union 38 schools have a comprehensive safety plan. Emergency procedures are reviewed as part of our safety preparedness, and we have many drills that we conduct with students present. Staff are trained to respond to several specific safety concerns.

FIRE SAFETY

Each room has displayed a well-marked fire exit plan map and evacuation plan. We conduct fire drills four times during the school year and bus evacuations once to twice a year. If the alarm is sounded, students will immediately file out through the door as directed. For the safety of students, a quiet orderly procedure is necessary during the drills. Students must walk, not run. Also, talking is not allowed.

For more information on fire safety, please [see this memo from the State Fire Marshall](#).

SAFETY DRILLS

Over the course of each school year, we perform a few different types of drills to help ensure the safety of our students and staff. These drills allow everyone to feel safe at school and know what to do in case of an emergency. Please see a brief description of each drill listed below:

- **Bus Evacuation Drill:** This drill is always performed within the first two weeks of school. Students practice exiting from the back door of a school bus.
- **Fire Drill:** Students and staff exit the building in an orderly fashion and convene at a predetermined location on the playground. We perform a total of four (4) fire drills each school year, with the help of our fire department.
- **Medical Emergency Response Drill:** All school districts in Massachusetts must have medical emergency procedures in place for the health and safety of their school community. A team of trained School staff members, led by our school nurse, practice responding to events that would require immediate medical attention. The medical emergency response team at Sunderland Elementary School performs up to three (3) drills a year.
- **Lockdown Drill:** This is how we keep students and staff safe when there is a serious threat within the school or outside of the school. Students practice staying quiet and unseen in their locked classrooms. Nobody is allowed to leave their classroom during a lockdown drill. Lockdown drills are performed with the help of our Chief of Police, as well as other local and state police officers. The first lockdown drill of each school year is an announced drill, so that our students and staff can discuss the procedures ahead of time.
- **Shelter-In-Place:** A shelter-in-place allows classes to continue as normal, but students and staff must stay in their locked classrooms. For example, a shelter-in-place may be called if there was a bear on the playground.

SCHOOL CLIMATE

SOCIAL JUSTICE COMMITMENT

In our elementary schools we attempt to infuse our students' experience with the opportunity to understand and appreciate others. In creating these learning experiences, we build upon children's natural curiosity and their awareness of the similarities and differences of all human beings. We openly talk to our students about embracing differences and treating others with respect.

All students have the right to be safe, included, and visible. With this, it's important to address all types of biases in elementary schools so that we can prevent the development of prejudices and promote respect at an early age. Despite our best effort to create and promote respectful climates at our schools, families and students have reported anti-gay sentiments, racist remarks/images, or name calling based on gender as occurring. Children at an early age may be exposed to derogatory references to particular populations in the media or from others. This may cause children to be afraid of being different, and worse yet, try to hide their or their families' differences. Because of this, we will openly discuss why put-downs are hurtful and educate students about the meaning behind the statement.

Furthermore, we support students and staff to not allow moments of bias to pass by silently. We develop a culture of speaking up and welcome respectful conversations. We use scripts to help prepare us to talk openly and in the moment, and discuss the importance of tone and temperament:

- That offends me.
- I don't find that funny.
- I'm surprised to hear you say that
- What do you mean by that?
- Why would you say something like that?
- What point are you trying to make by saying that?
- Did you mean to say something hurtful?
- Using that word as a put-down offends me?
- Using that word doesn't help others feel safe or accepted here?

It is every family and child's right to be visible, safe, and included in our school community. We are a family. We are caring, compassionate, and kind to everyone.

HABITS OF MIND/GROWTH MINDSET

Our school tries to teach students thinking skills which will enable them to become life-long learners. These Habits of Mind help you when you are faced with new learning challenges. We want our students to take ownership for their learning by saying, "I can try" when faced with a new challenge, by asking questions when they do not understand a concept, by accepting help when it is offered, and finally, by not giving up and working hard to achieve mastery. Mistakes are a necessary part of the learning process. By explicitly teaching thinking skills and modeling 'thinking out loud' students can begin to understand the steps involved in solving a problem. We have infused the work of Carol Dweck and the growth mindset into our school community and will directly teach this to your children.

PERSEVERANCE

Perseverance is an important Habit of Mind which helps students to solve any challenging problem or situation. For example, when children get discouraged and say to themselves, 'I will never learn my times tables,' we can try to teach them ways to develop perseverance. People who persist often are able to step back and analyze a problem and then create a systematic approach to completing the task. Breaking down big goals into smaller steps may help. If our first attempts fail, staying flexible will lead to thinking of alternative strategies. Of course, in order to persevere, students need to manage their frustration level. Being patient and trying to remain calm help them find a solution. The following three questions might help our students persevere: What do I need to help me succeed? What do I do next if I don't get it right away? How do I continue when the task seems too difficult?

ALL-SCHOOL COMMUNITY MEETINGS

One important way that we create a vibrant school culture and a strong sense of community at our Schools is by having regular assemblies. These community meetings are vehicles to celebrate our students and their contributions to the school community. During these gatherings we showcase the learning and projects that take place in each classroom, as well as general themes of acceptance, effort, and kindness. Whenever possible, classroom teachers will inform you in advance when your child's class will be making a presentation at an upcoming community meeting. Families are welcome to join any of our community meetings.

ZONES OF REGULATION

Another way to strengthen students is by giving them a way to communicate their feelings. We teach students the [Zones of Regulation](#), as a way of naming how they feel and practicing self-regulation so that we can best support them, with the goal of returning to their academic tasks (the green zone!).

THE 5 POINT SCALE

The [5-point Scale](#) takes an idea or behavior and breaks it into five parts to make it easier to understand different degrees of behavior. It assists students in understanding social interactions and controlling their emotional responses. Once they learn about the levels of the scale, they can begin to rate their own behaviors. It can also help students to recognize situations that are challenging and remind/teach when and how to relax their body and mind when facing those situations. This scale can be generalized to different behaviors. A few examples are voice volume, behavior, and stress/anxiety. The Voice Volume 5-Point Scale is a school wide tool. When using the scale, we are not addressing the behavior directly but replace “the behavior” with numbers and concepts.

- 5 = Scream; Emergency
- 4 = Loud/Outside Voice (Recess)
- 3 = Conversation
- 2 = Whisper/Soft Voice
- 1 = No Voice

SECOND STEP AND TEACHING TOLERANCE

The [Second Step Program](#) teaches social and emotional skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. The lessons, which are taught by our school guidance counselor and classroom teachers, teach, model, practice and reinforce skills in empathy, impulse control, problem-solving, recognition of emotions, and anger management. The Steps to Respect program teaches upper grade students to recognize, refuse, and report bullying, be assertive, and build friendships.

MINDFULNESS

We ask each faculty member to help students develop skills for self-awareness and self-regulation. We ask students to be fully present and aware of where we are and what we’re doing, and not be overly reactive or be overwhelmed by what’s going on around us. By creating awareness, we train the brain to recognize and acknowledge our feelings, thoughts and body sensations calmly without judgment or extreme reactions.

RESTORATIVE JUSTICE & PRACTICES

Restorative justice is a theory of justice that emphasizes repairing the harm caused by behavior. It is best accomplished through cooperative processes that include all stakeholders. This can lead to transformation of people, relationships and communities. Our response to student behavior will use a restorative model as much as possible. We use restorative practices, including restorative circles, to resolve conflict and repair relationships.

Social/Emotional Learning is a priority at Union 38. We will support all students to acknowledge their own feelings and to be respectful of one another’s feelings. This allows us to create a community that promotes respect and acceptance of all students.

UNION 38 RULES AND EXPECTATIONS

The district is committed to educating and supporting all students to learn in a safe, secure environment with a focus on skill building, restorative practice, and positive behavior. The learning expectations in the schools are aligned with good citizenship, social justice, multicultural awareness, and community partnership. Our schools identify and support shared core values to identify behavior concerns. We incorporate the principles and practices of positive behavioral interventions and Restorative Practices to implement educational interventions and disciplinary responses.

If a student's disability interferes with their capacity to meet the regular disciplinary code, modifications to the code will be stated in the student's IEP or 504 plan.

UNION 38 STUDENT CODE OF CONDUCT

Union 38 Elementary Schools are inclusive school communities devoted to learning. Every member of our school community has important rights and responsibilities which help us create a safe, welcoming community. By honoring this agreement, we will work together to ensure everyone's success.

At Union 38 Elementary Schools we are caring, respectful, responsible and safe. There are many different goals of education. One of the most important of these is learning to live effectively and peacefully with other people. The children who attend our schools will learn how to do this. The school staff takes a personal approach with the children. We hope the children will find the school to be an extension of the family environment, which can encourage growth through love, understanding and respect for each other.

Ours school values (listed below) are aligned with and imbedded within our school code of conduct:

RESPONSIBILITY

- I take care of myself, my belongings, my classroom, and my school.
- I notice when my words or actions have hurt someone and do something to fix the problem.
- I take ownership of my words and actions.
- I do what is expected even when nobody is looking at me.

RESPECT

- I treat others the way I want to be treated.
- I am considerate of other People's feelings and belongings.
- I show kindness with my words and actions, (what I say and do).

COMMUNITY

- I notice and follow the group plan.
- I consider how my words and actions impact the group.
- I celebrate and support others by working together with kindness and helping with compassion

Everyone has the right to learn in an environment that is free from disruption. To that end, we agree we will do our personal best and participate fully in our learning activities while respecting and supporting one another's learning and wellbeing by:

- Arriving at school on time
- Being ready to learn
- Having materials organized and prepared
- Active listening and participating
- I notice and follow the group plan
- I consider how my words and actions impact the group

- I consider how my words and actions impact the group
- Always doing our best with our best effort and best work
- Actively and curiously participating in our own learning
- Using appropriate voice level for the activity/environment
- Staying on task and focused
- I am considerate to other people's feelings
- Moving quietly throughout the building

Everyone has the right to feel respected and included. To ensure this, we agree we will treat everyone with respect and help others belong to our school by:

- I celebrate and support others by working together with kindness and helping with compassion
- Using appropriate words and tone of voice
- Taking charge of our own work and behavior, letting others take charge of theirs
- Including others in our conversations and activities- engaging in collaborative dialogue
- Working collaboratively in flexible groupings
- Expressing our own ideas, opinions, feelings, and needs. Building our own positive identities as learners.
- Listen respectfully to others
- I am considerate to other people's feelings
- Accepting responsibility for our own actions
- I notice when my words or actions hurt someone and take action to fix the problem
- Take ownership and demonstrate investment in the classrooms' norms, routines, and procedures.

Everyone has the right to be physically safe. We will respect everyone's body and physical space by:

- Walking in school- facing forward
- Keeping our hands, feet and bodies to ourselves, except when invited to be helpful. We always receive permission before entering into another's bubble space.
- I consider how my words and actions impact others
- Seek permission before touching other's personal property or materials and honoring requests not to
- I treat others the way I want to be treated

Everyone has the right to a comfortable and cared for environment:

- We will leave our work areas and eating areas clean (floor and surface)
- I take care of myself and my belongings
- I am considerate to other people's belongings
- I consider how my words and actions impact others
- I do what is right even when nobody's looking at me
- Enjoy wall art and bulletin board displays by looking only (no touching)
- Keeping our hallway floors clear of debris and materials
- Touch only our own property or that of others we have been granted permission to touch.

ENFORCEMENT OF THE CODE OF CONDUCT

Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process. "Substantially disruptive" shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson to address disruptive conduct.

Moreover, our school district has determined that at times throughout the course of a school year certain acts of student misconduct/behavior or social/emotional needs can interfere with instruction and/or the safety and welfare of students and staff. Although some incidents of misconduct may require removal of a student from the classroom or removal of bystanders from the classroom, effort will be made to address misconduct with least restrictive methods in mind. This is in keeping with the district goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

We will develop individualized support plans with a focus on the skills necessary to meet these agreements and to ensure student success, with minimal disruption to learning.

DRESS CODE

Students, with their parents, have the right to choose their manner of dress and personal grooming. Clothing with lewd or vulgar expressions, with expressions which are sexually or racially offensive, or which advertises products that are illegal for minors or prohibited on school property will not be allowed during school hours or at school events. Clothing should cover a student’s undergarments, midriff, and bottom when sitting or standing. See-through clothing is not appropriate for school. In addition, students should not have their heads covered in the school building unless there is a medical or religious reason.

These dress code guidelines encourage individuals to dress so that they can participate and benefit from the educational environment.

- Individuals should wear footwear that is held securely on the feet for protection when on school grounds, aboard school buses and at school events.
- Individuals have the right to freedom of expression through their clothing provided that such right does not cause any disruption or disorder within the school.
- Students do not wear hats or hoods during academic times.

The building principal will make final decisions about the implementation of the dress code

WINTER RECESS CLOTHING GUIDELINES

In our elementary schools, children go outside on a daily basis, so it is important for them to dress appropriately for the weather. When the temperature is cold outside children should wear additional clothing (i.e., sweatshirts or jackets and long pants) when going outdoors. When the weather approaches freezing temperatures, the children should have a hat, mittens or gloves, and warmer clothing when going outdoors. To walk in snow, students must wear waterproof boots. To play in the snow, students must wear snow pants. Please send your child to school with clothing appropriate for varied weather conditions. Please note that students should have shoes, sneakers, or slippers for indoor wear, if they are planning to walk in the snow. If you are in need of winter supplies, please contact our guidance staff.

We hold outdoor recess even on cold winter days. On very cold days, we take into account precipitation, wind chill, and other weather conditions in making an indoor/outdoor decision.

Feels Like Temperature	Outdoor Options
High temperature (to be determined) - 17 degrees	Recess as usual, no restrictions for all recess types (Classroom and Grade Level)

15 and above	Restricted Recess/Principal Discretion - Indoor for all Grade Level Recesses - Classroom teachers may take their class out if all students are cold weather prepared (coats, hats, gloves) for no more than 15 minutes.
14 and Below	No Outdoor Recess/Time
In an effort to get students outside, the wellness team monitors two different websites for “feels like” temperatures; WWLP.com and Weather.com. We use the warmest to guide our decision.	

UNION 38 ATTENDANCE EXPECTATIONS²

Union 38 Elementary Schools are committed to providing quality educational experiences for all of its students. We believe there is a direct correlation between school achievement and regular school attendance. With this in mind, Union 38 encourages daily attendance of all students.

STUDENT ABSENCE NOTIFICATION PROGRAM

Chapter 76 Section 1A of the General Laws of Massachusetts states that the school committee of a city, town or regional school has the obligation to establish a student absence notification program to be monitored by the schools. Therefore, parents/guardians of each student must call the school by the time and number requested by school administrators to inform them of the child’s absence, the reason for the absence and to provide a number the guardian/parent can be reached at during the day. If a student is absent and the school is not notified by the time indicated, the school will call the student’s guardian/parent.

ATTENDANCE POLICY

- Students are considered present when they are at school, at a school related activity (e.g., field trip), or receiving academic instruction for at least half the school day to be counted as present. Students who are not physically present at school but who are receiving academic instruction from the district for at least half the school day should be counted as present. Examples of academic instruction include tutoring, online or distance learning. Examples of what is not considered receiving academic instruction is taking home classwork or homework. an absence will be defined as occurring any time a student is not present at the start of the school day, and does not check in (as late, tardy to school) with the school’s office.
- An absence will be defined as occurring any time a student is present less than a total of 3 hours.
- A tardy to school will be defined as occurring any time a student arrives late to school (after 8:45 AM) and needs to go to the school office in order to be considered present and attending school for the remainder of the school day.
- It is recognized that students may miss school for a number of reasons in which a physician’s note or an alternative excuse may be considered. The only excuse that may be accepted to excuse an absence is a physician’s note, a dentist’s note, a note from any other health care professional, or a legal reason such as a court date or family death.

² The compulsory [Massachusetts attendance state. General Laws. Chapter 76](#), Section 2 requires that children, ages 6-16 attend school. In addition, chapter 76: Section 4 states: inducing absences; penalty states: whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully therefore, shall be punished by a fine of not more than two hundred dollars.

- Any absence or tardy that is explained or covered by a health care professional's note, or other excuse (such as death in the family) that is considered appropriate by the School Administrator, shall be counted as an EXCUSED ABSENCE. We ask that you contact the school administration prior to such request.

The following is a step-by-step procedure that may be used in situations of excessive/chronic absences:

- **Step One:** When a student has a **total of six (6) days** of non-attendance, within a given 6-month period and none of those days have been covered by a health care professional's note or other administratively approved excuse, **then a telephone call will be made and/or a letter will be sent** to the student's parent(s) or guardian(s) warning the family that the student is at risk for requiring an intervention that would necessitate further school communication.
- **Step Two:** If the student continues to be absent without appropriate excuses and the **total of non-attendance days is nine (9)**, within a given 6-month period, prompt communication by the parent with a school administrator will be necessary upon receipt of student's attendance history. Such communication would focus on the concerns associated with absences, and provide clear warning that further non-attendance would necessitate the filing of a Child requiring Assistance **Failure to Cause School Attendance** with the District Court. In some situations, it would be useful for the student and family to also work with the School Adjustment Counselor or designee in order to support improved attendance. This would be voluntary on the part of the student and family.
- **Step Three:** If the student continues to be absent from school without appropriate excuses, and **the number of non-attendance days reaches twelve (12)**, within a given 6-month period, then the school's administrator (or designee) would be obliged to file a **Failure to Cause School Attendance** with the District Court. The Juvenile Probation Department would then decide if further action is necessary. If the Court did decide to move forward with the claim, it would be the responsibility of the school administrator (or designee) to liaison between school, Court and student/family in order to ensure school attendance.
- **Step Four:** Any further absences from school would be brought to the attention of the Juvenile Probation Office by the school administration. It would be up to the Court to determine if further intervention or consequences would be necessary.

TRUANCY

Unnecessary absences, due to a student's willful decision or a parent's inability or unwillingness to ensure attendance, is a violation of law and district policy. Families who support or enable a chronic pattern of unnecessary absences may be subject to the Department of Children and Families and/or court action. Such cases will be referred to the principal and/or the juvenile police officer.

FAMILY VACATIONS

An extended absence (3 or more days) from school for family trips, vacations, etc. is discouraged as this can be disruptive to your child's education. Schoolwork for students will not be provided before an extended absence of this nature. You may however read with your child daily and have your child journal their experience in writing, as a news article, PowerPoint presentation, Picture book, etc.

Parent(s)/Guardian are asked to work with their child to complete any make-up assignments the teacher may provide after any extended absence. If an extended absence is unavoidable, please send a note, indicating the dates your child will be absent, to your child's teacher. Family vacations during the school year are not considered excused absences.

Please Note: Parents should be aware that we administer standardized tests in the fall, mid-year and in the spring.

TARDINESS

It is important for parents to have their child(ren) report to school on time. Attendance, lunch count, and opening exercises in the classroom take place within the first fifteen minutes of the day. Arriving late means your child is starting their day one step behind their peers. Students reporting to school after 8:45

AM must report to the office to obtain a tardy slip. No child will be permitted to enter class unless a tardy slip has been obtained. **Parents are expected to escort their child to the office in the event that they are tardy. A tardy log is maintained by the school office personnel.**

The parent(s)/guardian of any student who is tardy six (6) or more days per marking term will be notified by **a telephone call and/or letter** and an explanation will be required as to the reason for repeated lateness. If a reasonable explanation is not received, such tardiness will result in a conference between the parent(s)/guardian(s), school officials and the juvenile police officer. Continued tardiness may result in court and/or Department of Children and Families action.

DISMISSAL

When six (6) or more dismissals per marking period are accumulated, **a telephone call will be made and/or a letter will be sent home** to parent(s)/guardian(s) and an explanation will be required as to the reason for repeated dismissals. If a reasonable explanation is not received, such dismissals will result in a conference with the parent(s)/guardian, school officials and the juvenile police officer. Continued dismissals may result in court and/or Department of Children and Families action. A dismissal log is maintained by the school office personnel.

In order to ensure the continued safety of your children, a Dismissal Policy has been approved and adopted by the School Committee.

ANTICIPATED DISMISSAL:

- Parent or guardian will provide the school (via student) with a written notice of dismissal including date, dismissal time, return time, if applicable and name of person to whom the child will be dismissed.

UPON ARRIVAL AT SCHOOL:

- Parent/guardian or designee will report directly to the office and not to their child's individual classrooms.
- Parent/guardian/designee will be required to sign Dismissal Log and may be required to provide positive identification.
- Child will be called to the office.

*****ALL STUDENTS MUST BE DISMISSED FROM THE OFFICE*****

In the event that no advance notice has been given, and persons other than the parent/guardian seeking to dismiss a student, the school will contact the parent/guardian to verify the dismissal request. After verification the standard procedure for dismissal will be followed.

It is the responsibility of the parent or guardian to notify the school of any unusual or legal circumstances that may impact a student's safety. (e.g., restraining orders, custodial rights, etc.)

- [Tips For Families](#)
- [Barriers Tip Sheet](#)

UNION 38 RECESS GUIDELINES

OUTDOOR RECESS RULES

Union 38 expects students to:

- Follow directions from adults
- Dress for today's weather
- Always be able to see an adult
- Run on grass or basketball court only

- Include others and be safe
- Use school sports equipment only (no sports equipment from home allowed at recess)

BOUNDARIES

- Any areas designated for pre-school or kindergarten students are for use by those students only.
- Students are to stay within eyesight of adults; they may not play in the woods or drainage areas at all.
- Students cannot retrieve a ball that has left the playground area without permission from an adult in charge.
- Students must not be near or under the exterior windows as they are very sharp when open.
- Students must stay away from all planted areas next to the school building.
- All games are to be played in appropriate areas. Woods are off-limits. Football, soccer, catch, etc. should be played on the fields. All running should be on the grass as well as the basketball court.

GAMES

All games are to be played in their appropriate areas. All running should be on the grass areas, excluding the basketball courts. No student should be excluded from a game being played by other students. Electronic toys and games from home are not permitted at recess.

CLOTHING

Adults will determine if a child is appropriately dressed; in general, students must have snow boots and snow pants to play in the snow. Adults have the option of sending in a child to retrieve appropriate clothing, escorting them, or, if necessary, denying them and having them sit out instead.

- School staff will determine whether a child is appropriately dressed (cold, rain, snow). Children not wearing appropriate clothing will be sent back inside to retrieve clothing. If clothing is not available, the child will not be allowed outside. Parents/guardians are responsible for providing appropriate clothing for the weather. Please reach out to the school nurse if you need warm clothing for your child. Remember to have shoes sent to school when boots are worn for bad weather.
- Boots must be worn for playing in wet areas or on snow. Students who do not bring boots will be asked to remain on the blacktop in wet and snow conditions.

THROWING OF OBJECTS

- Only appropriate playground equipment can be thrown at recess. The throwing of snow, ice, stones, sticks, etc., is not permitted.
- No hard balls allowed at recess. Adults will determine areas to play catch.
- No student sport equipment allowed (soccer balls, basket balls, etc.) The school will provide equipment as necessary.

ROUGH PLAY

- No wrestling, tackling, pushing or hitting. The only contact in games that is allowed is one hand touch.
- No Dodge Ball or 500.

LANGUAGE

- Inappropriate language is never allowed.
- While playing a game, supporting and encouraging language should be used.
- Adults have the option of having the offender sit out or sending them to the office if necessary.

GAGA BALL

- GAGA Ball is a game of honor; students are responsible for officiating themselves and playing with honesty, integrity, and respect.
- One player tosses the ball up in the air. Players yell “ga” on the first bounce and “ga” again on the second bounce, and then ball is then in play.

- Players hit the ball with their hands only and may not carry or throw the ball; it must be struck with an open hand or with a fist.
- Any player who is touched by the ball either directly or by a rebound off the wall is “out” and must exit the octagon.
- If the ball contacts a player or a player’s clothing below the knees, that player is eliminated. If the ball contacts the player above the knees, the player is still in.
- If the ball goes out of the GAGA court, the last player to touch the ball is eliminated.
- Players are not allowed to catch the ball. If a player catches the ball, they are out.
- Players who are eliminated from competition must exit the GAGA Ball court through the gate and NOT over the sides. Players are not allowed to sit on the sides of the court after they are eliminated.
- Chanting one player’s name over another is not allowed. Students may only chant “gaga” throughout live game play.

PLAY STRUCTURES (FROM WHATELY)

- Students should use playground equipment with care. They should not pull, grab, or kick other students who are using the equipment.
- Students should go down the slide one at a time and should not attempt to climb up the slide. Students may not jump from the slide to the ground.
- Students should not dodge in and out of swings; students should swing in a straight motion; only one person should be on a swing at a time; no jumping off is permitted.
- Students need to be aware of others near them as they move in and around the structure.
- Students should take extra care if play structures are wet; adults may close portions of play structures if they are slippery.

RECESS SUPERVISION

The principal is responsible for scheduling recess supervision. A duty schedule will be distributed before school starts. If for some reason a staff member is unable to cover a scheduled duty, they should make arrangements for coverage by another staff member. This may take the form of switching duties with a colleague or soliciting help from the principal. Do not permanently swap duties without permission of the principal.

EXPECTATIONS FOR STUDENT BEHAVIOR

- Students will play in a manner that reduces the risk of injury. The following are not allowed:
 - Fighting
 - Pushing/Tripping
 - Hockey Sticks
 - Toys from Home
 - Skateboards/Roller skates/Rollerblades
 - Throwing rocks/snow/ice
 - Running or sliding on ice
 - Hardballs/Bats
 - Bicycles
 - Trading cards such as pokemon, sports cards, etc.
 - Climbing in trees or shrubs
- Students will dress appropriately for the weather, as determined by adults on duty.
- Students will settle differences peacefully.
- Students will behave respectfully towards others and follow instructions of the staff.

- Students will play in designated areas. The following areas are off limits:
 - Fields/Woods
 - Brook/Puddles
 - Snowbanks (unless express permission is given)
 - Parking lot
- Playground equipment will be used safely and only in the manner intended.
 - Swings – Forward and backward only
 - No standing
 - One person per swing
 - No “underdogs”
 - Slide – Climbing play structure and sliding down only
- All running games will be kept on grassy areas or the basketball court.
- Team games are fair and safe.
 - Any student present and wishing to play at the beginning of a game is admitted.
 - If a student leaves a game (other than to speak with a teacher) they may not return.
 - Teams need to be fair in numbers and skill.
- Students will not leave the playground without permission of an adult on duty.
- When recess ends, students will stop what they are doing and line up directly.

When weather or conditions dictate, recess will be held indoors. Recess duty personnel will advise students of appropriate activities.

UNION 38 CAFETERIA RULES

- Parents/caregivers are asked to provide nutritious food when sending a bag lunch. Students are not allowed to have gum, candy, or soda in school. No aluminum cans, or glass containers are permitted. Reusable water bottles (with the student's name) are permitted.
- Students are given a minimum of 20 minutes for lunch. Additional time is given when necessary.
- Student conversation should be soft, respectful, and appropriate to all who sit at or near their table.
- Students are expected to use appropriate table manners.
- In order to keep all students safe, especially those with allergies, students are not permitted to share food.
- Students are expected to remain seated until they have finished eating or they have been directed to clear their table by a supervising staff member.
- Students must leave their area as neat and clean as possible for the next student. Each student must clean up all paper, food scraps, and other items from lunchroom tables and the floor, and they are expected to bring trays, silverware, compost, and trash to the appropriate disposal area.
- After cleaning their area, students should then return to their seats until they are dismissed.
- Food should not be removed from the cafeteria unless it is returned home in lunch boxes.
- Lunch Monitors are in the cafeteria to assist the children and make sure cafeteria rules are observed.
- Individual Union 38 schools may have additional policies specific to their cafeterias. These individual policies will be shared in person.

CELLPHONES AND PERSONAL ELECTRONICS

Students are not allowed to use cellphones and/or watches during the academic school day which includes field trips. Teachers will collect any cellphones that they find students using and keep them until the end of the day.

PARENT CALLS TO STUDENTS

We ask that guardians plan ahead so that phoning children at school is unnecessary except in emergencies. We will always deliver phone messages from guardians to their children, but under normal circumstances, we will not page children to come directly to the phone.

TOBACCO, ALCOHOL, DRUG-FREE SCHOOLS

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

DISCIPLINARY PROCESSES AND RESPONSES

BEHAVIOR MANAGEMENT

In our schools, we work to teach the core values of empathy, respect, responsibility, and perseverance. When maladaptive behaviors do take place, we consider the age and developmental level of the child when determining the appropriate response. Discipline is never punitive, but rather an opportunity to use what has happened as a teachable moment. When a situation does arise that needs to be addressed by a member of our teaching team, staff may choose from a menu of interventions, which include:

- Student-teacher conference
- Apology, verbal or written
- Design poster about one of the core values
- Wash or clean damaged property
- No supplies in desk, loss of privilege of having supplies
- Loss of privilege
- Structured recess
- Restricted recess (stay in certain area)
- Seat change
- Removal from group or activity
- Call to parent with child
- Time out in class
- Practice completing task during recess
- Repeat assignment
- Vacation spot in room
- Assigned cafeteria seating
- Removal of disruptive objects
- Make restitution
- Student and parent/guardian with teacher
- Parent/guardian conference with principal*
- In-school suspension*
- Out-of-school suspension*

*Determined by the building principal

PROACTIVE RESPONSES TO BEHAVIOR

Across all grade levels, teachers at Sunderland Elementary School follow the Responsive Classroom approach and hold daily morning meetings to help set the tone for the day. Morning meetings help to build a strong classroom community and allows teachers to support students from a social, emotional, and academic standpoint. Furthermore, our social and emotional curriculum, [Second Step](#), helps students build skills in managing conflict, communicating, problem solving, and being part of a group. Teachers

also incorporate the teaching strategies of [Zones of Regulation](#) and the [5-Point Scale](#) to help teach self-regulation.

BUILDING-BASED BEHAVIOR TEAM

The Sunderland Elementary School behavior team is comprised of the principal, grade level teachers, SPED teachers, RSP's, and IA's. The team meets on a regular basis to identify ways the school can best support students from a behavioral standpoint. The team also helps to lead staff trainings to discuss school-wide behavior and expectations.

CONSEQUENCES FOR VIOLATIONS OF THE STUDENT CODE OF CONDUCT

The Code of Student Conduct shall apply to all students at all times on school property, including;

- In school buildings
- On school grounds
- In all school vehicles, including the school bus
- At all school, school-related or board-sponsored activities, including but not limited to
 - Field trips
 - School sporting events (whether such activities are held on school property or at locations off school property, including private business or commercial establishments)

All children are entitled to learn in a non-violent and peaceful school environment. Each child's day should be free from threats, teasing and bullying, acts of violence, and exposure to violent games, literature, or objects that are considered to be violent in nature. Furthermore, we feel the school should take a proactive position by teaching, modeling, and integrating peaceful conflict resolution into our curriculum.

In our school community, everyone has a right to a safe and positive learning environment. We also acknowledge that students will have conflicts from time to time and that unexpected behaviors are part of social development. Our discipline policy focuses on teaching students how these behaviors impact others and how to make good choices in challenging situations. The goal is to help students develop an understanding of what positive behavior looks and sounds like and help students value these behaviors.

The word "discipline" means "to teach". The words "self-discipline" means "to teach oneself". Discipline is the process by which the students learn self-control and the proper balance between self and group interests. In keeping with the philosophy that discipline is a means of teaching, the staff at the school expect students to learn from their mistakes, reflect upon their behavior, take responsibility for making positive changes and become positive contributors to their school both in and out of the classroom. Accordingly, our disciplinary efforts will be as positive as possible and may include individual discussions, mediation, logical consequences, student involvement in defining acceptable standards, and family involvement when a student repeatedly exhibits a lack of responsibility or self-discipline.

LEVELS OF INTERVENTION

As with any incident of student behavior, school administrators must exercise informed judgement as to whether a student's actions constitute a violation of the Code of student conduct. The levels guide administrators to use progressive intervention to change student behavior. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.

LEVELS OF DISCIPLINARY RESPONSE

When students are disruptive or behave inappropriately, school personnel respond logically, appropriately, and consistently. Our district has a three-tiered approach of possible response to inappropriate or disruptive behavior. Each inappropriate behavior is defined and/or placed in one of four categories: disruption, disrespect, refusal, and safety. From here staff identify the core value it violates and a logical

consequence that directly relates to the value is assigned. (See incident report for examples of logical consequences and flowchart for responding.)

- **Tier one**, all students, behaviors are low intensity, infrequent, and low magnitude. Much of our general curriculum, including our social emotional curriculum, enhanced by acknowledgments of positive behaviors, clearly stated expectations, classroom routines and structures applied to all students. Interventions in this category include verbal redirection, withdrawal of classroom privileges. Examples of response include rule reminders, warning, loss of privilege aligned with behavior, repair, seat change, teacher-student conference, etc.
- **Tier two**, mild behaviors that increase in frequency and intensity despite your intervention or any behavior you are not able to teach around. Targeted intervention required. Staff focus on specific interventions for students who do not respond to universal efforts (tier one strategies). This intervention could be a short-term skill boost step outside the classroom with teacher, counselor or administrator, or to the corner of the room to review, model, and practice skills. Sometimes, typically after repeated offenses and after intervention, this may be paired with a loss of privilege meeting during recess, specials or other academic time. Along with this, intervention may take on an RTI approach with targeted intervention across a few sessions to ensure skill acquisition. In most cases, families will be notified and invited to collaborate about interventions. Examples of response: restorative practice (problem solving circle/meeting, repair/community service), working lunch/recess, behavior contract, administrator-student conference, etc.
- **Tier three**, Pattern of problem behavior or physically harmful/threatening behaviors. These behaviors could put the student or others at increased risk of injury or victimization. Intensive Individualized Interventions. Interventions in this tier would involve increasing the student's social skills, regulation and or functioning skills while decreasing problem behavior. A suspension may be necessary to provide time to ensure safety and develop a plan. Interventions that match the function of the behavior will be deployed. Individual behavior plans with a data collection and analysis component may be created for pattern behaviors. Families will be invited to collaborate with the team to best support the child. Examples of response; Loss of privileges (more than one day), in-school suspension with skill building component/reflection plan for next time, out-of-school suspension, restorative practice, restricted participation in activity, etc.

**The principal is the only personnel authorized to suspend students. The principal will ensure that the due process is followed.*

FRONTIER REGIONAL SCHOOL

INTRODUCTION

MISSION & EXPECTATIONS

The mission of Frontier Regional School is to provide the highest quality education by offering challenging learning opportunities for all students. The school cultivates skills for responsible citizenship and for lifelong learning in a changing society. We value each individual and foster a safe and caring school environment. Our goal is that all Frontier students will:

- Communicate clearly through writing, speaking, and visual presentations.
- Use problem solving skills and critical thinking effectively.
- Read effectively for a variety of purposes.
- Explore and appreciate the fine and performing arts and the humanities.
- Use technology effectively.
- Practice behavior that promotes wellness
- Learn to work both independently and cooperatively.
- Develop a post graduate transition plan.
- Develop a sense of self-worth and respect for others.
- Develop skills for good citizenship.

DIRECTORY AND GENERAL INFORMATION

FRONTIER REGIONAL SCHOOL ADMINISTRATION

Frontier Regional School
113 North Main Street
South Deerfield, MA 01373
<https://www.frsu38.org/frontier/>

Main Office	(413) 665-2118
Fax	(413) 665-1518
Principal	George Lanides
Assistant Principal	Scott Dredge
Director of Secondary Education.	Sarah Mitchell, EdD
Athletic Director	Glenn Sullivan

FRONTIER REGIONAL SCHOOL COMMITTEE MEMBERS

Visit <https://www.frsu38.org/frontier-regional-school-committee/> for a complete listing of Frontier Regional School Committee members —plus calendars, meeting minutes, and more.

ACADEMICS

ACADEMIC REQUIREMENTS

PROGRAM OF STUDIES

Complete details on courses and credits are available in the [Frontier Regional School Program of Studies](#).

GRADUATION AND COURSE REQUIREMENTS

All students must attend full-time and carry a minimum of 22.5 credits of work or its equivalent each semester. Students who intend to graduate from Frontier Regional School must meet the following requirements.

Subject Area	Total Required Credits for Graduation
English*	20 credits. Students must complete English 9, 10, 11, & 12 in sequential order.
Mathematics*	20 credits. Most students scheduled for 25 credits. Students complete at least one math course each year in grades 9, 11, and 12 and two courses in grade 10. Additional coursework scheduled based on student need and performance.
Science	20 credits Students must complete Science Technology, Biology, and Chemistry, preferably in that order, and at least one elective. Transfer students must earn a minimum of 20 credits, including Biology and Chemistry.
Social Studies	20 credits. Students must complete World History I, United States History, World History II, and American Government, preferably in that order.
World Language	10 credits. Students must complete a minimum of two years of the same language at the high school level.
Physical Education	10 credits. Students may earn a maximum of five additional Physical Education credits to apply towards their graduation requirements.
Health	5 credits. Students must complete two health courses.
Arts	2.5 credits/Students may fulfill the art requirement by earning a minimum of 2.5 credits in any of the following: Art, Music, Theater, Woodworking, 3D Game Design, Photography and Digital Design, Video Production & Film Studies, or Fabrication Lab.
Cultural Studies	2.5 credits. Students may fulfill the cultural studies requirement by earning a minimum of 2.5 credits in any of the following: African American History: Culture and Impact on the U.S., Asian Studies, Gender Studies, Latin American Studies and Practical Spanish I, Latin American Literature, Social Justice and Community Activism, African American Studies, AP African American Studies.

PACE	10 Credits: Passing Massachusetts Comprehensive Assessments in ELA, Math and Science.
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Administrators determine credit toward graduation for students who (1) engage in work-study programs; (2) transfer from another school; (3) participate in summer school programs (4) complete substitute programs for required courses; (5) participate in the Dual Enrollment/Early Entrant program.

- Class of 2023 and later: 157.5 credits required
- Class of 2028 and later must also complete the Cultural Studies Requirement.

MCAS REQUIREMENT FOR GRADUATION

Students who do not score at the “Meets Expectations” level on the Massachusetts Comprehensive Assessment System (MCAS) are required to complete classes in those subjects every year until graduation, even if other Frontier credit requirements for graduation have been met.

REGISTRATION AND COURSE SELECTION

SCHEDULE CHANGE PROCEDURE

The schedule change period(s) is limited to the first five days of each quarter. Course changes can be difficult and disruptive once the semester begins. Therefore, no student will be allowed to make schedule changes following the first week of the semester, unless there are extraordinary circumstances. This procedure is necessary for the following reasons:

- To prevent interruption to the course curriculum.
- To keep class sizes within manageable limits.
- To allow teachers to acquaint themselves with their students as quickly as possible.

During the schedule change periods, all requests for changes must be made through the student’s guidance counselor. A letter of request, which states the reason for the change, must be submitted to the counselor. Both the parent and the student must sign this letter.

Teacher-initiated schedule changes during the schedule change periods will be handled through the student’s guidance counselor. After the schedule change period, teacher-initiated changes will be processed through administration. It is important to understand that a request for a schedule change does not necessarily mean that the change is possible or advised. Class size, course prerequisites, scheduling conflicts, and other issues may mean that it is not possible to make the requested change. Therefore, students must attend any potentially dropped course right up to the day any official course change goes into effect.

Students and parents/guardians who wish to initiate schedule changes following the deadlines must apply in writing to the building principal. Administrative authorization of the schedule change must be received in writing by the guidance department before the change can be implemented.

WITHDRAWAL FROM A COURSE

Each student is required to be enrolled in an academic program that is equivalent to a minimum course load of 40 credits per year. If a student withdraws from a course, their performance at the time of withdrawal will determine the recorded grade. The following standards shall apply: a grade of W (withdrawn) shall be recorded when the student is withdrawn from a course because the coursework is beyond the ability or skill of the student. This will be determined by the teacher in consultation with administration. The administration may determine other sufficient reason for a grade of W. A grade of W/F (withdrawal with a failing status) shall be recorded when the student is withdrawn from a course due to administrative actions as a result of the student’s negative behavior in the course and/or the student is failing the course at the time of withdrawal. A student who withdraws from a course with a W/F grade shall be ineligible for all extra-curricular activities in accordance with existing FRS eligibility requirements.

ENROLLMENT OF NON-TRANSFER STUDENTS OVER AGE 16

Students over the age of 16 not at present enrolled in any other school who wish to enroll at Frontier Regional must do so during the first 15 school days of a semester or wait until the next semester to enroll. Students less than 16 must, by law, be continuously enrolled in some school.

HOMEWORK AND ASSESSMENTS

HOMEWORK

Homework is any assignment and/or activity above and beyond the time that a student spends in a regular classroom to reinforce the learning of the material that has already been or will be discussed in the classroom, or to gather information related to the school subject matter.

Homework can be different in nature, length, and format according to the nature of the course. Homework may include such things as background reading, research projects, make-up work, remedial help, and practice in study habits and skills. Parents/guardians and students are encouraged to communicate with teachers regarding specific requirements and expectations for homework. If students are absent, they may contact their teachers via email. Email addresses can be found through

<https://www.frsu38.org/frontier/contact-us/> or via ParentSquare. If no response is received within 24 hours, students or parents/guardians may contact the guidance department for assistance.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

Students are required to pass the MCAS grade 10 tests in English language arts, mathematics, and a subject science test such as biology or chemistry as one requirement for a high school diploma. For information on the Massachusetts Education Frameworks and MCAS testing visit the Department of Education web site at www.doe.mass.edu/ or you may call the Department of Education at (781) 338-3000 for an overview of Massachusetts Comprehensive Assessment System. For FRS contact regarding MCAS please contact the Principal's Office or Guidance Department at (413) 665-2118.

FINAL EXAMINATIONS

MIDDLE SCHOOL

- Middle school students will not have final examinations as a separate part of the yearly grade nor as a defined percentage of grade.
- Teachers who elect to give end of the semester or end of the year exams or projects must include these grades as part of the semester grade.

HIGH SCHOOL

- Final exams are scheduled during the last few days of each semester.
- Final examinations count as 20% of high school grades for all courses (quarter, semester, or full-year).
- Final examinations are to be given during scheduled times only for semester and full-year courses. Quarter courses schedule their own exams.
- High school teachers may elect to use alternative assessment for part of or the entire final exam grade depending on the course.
- Final exam grades must be recorded separately to ensure the 20% computation by guidance.

GRADE AND PROGRESS REPORTING

PROGRESS REPORTS

Frontier posts progress reports and report cards using [PowerSchool](#). Parents/guardians and students each receive their own confidential online account where information from classes as well as grades is

easily reported by teachers. Paper copies of report cards will also be mailed home at the end of each semester. Teachers are required to post at the midpoint of each quarter and at the close of each quarter, as well as final grades. PowerSchool accounts do not need to be reactivated each year. Once they are set-up, they can be used for the entire time a student is enrolled at Frontier. Families that require a paper copy of progress reports mailed to their home need to contact the Guidance Office.

REPORT CARDS

Report cards are available four times per year for high school and middle school students on PowerSchool and are mailed home at the end of each semester. The following grading system is used at Frontier Regional School:

- Term grades and the final grade shall be recorded as a letter grade unless otherwise specified.
- The final exam mark shall count as 20% of the final grade.
- The yearly average for each subject will be the average letter grade of the marking periods and the final exam.
- The passing grade shall be a mark of 60 or above.
- The grading procedure provides for a mark based upon effort, participation, and attendance as well as upon the mathematical percentage obtained from test results. A marking period is approximately ten weeks long.

MIDDLE SCHOOL EXPLORATORY GRADING

Beginning with the academic year 2021/2022, middle school exploratory classes will be assessed on a standards-based grading system.

INCOMPLETE QUARTER GRADES

All incomplete grades at the end of a quarter must be made up within ten school days from the end of the quarter. If grades are not made up during this time, the grade recorded will be an F.

ACADEMIC SUPPORT

EXTRA HELP

Each teacher shall be available for extra help and teacher detentions for one and a half hours in the afternoon each week. Students may volunteer or be assigned to these sessions. Students should feel free to request extra help from individual teachers at any time, and to make an appointment with the guidance department any time the need arises to deal with difficult personal problems. High school teachers are expected to post their extra help hours.

SUMMER SCHOOL GUIDELINES

The summer school attendance and earned credit may be obtained through consultation with guidance and administration.

MAKE-UP WORK GUIDELINES

- All work missed due to absence during a marking period must be made up before a grade for the marking period can be given.
- Make-up is allowed for all absences, including suspensions, but not for days of truancy, leaving school without permission, or confirmed class “skipping”.
- Students returning from short-term excused absences (up to five consecutive days) are given one day for each day absent to make up work, not to extend beyond the number of days absent. In cases of long-term absences, longer periods for make-up may be granted with administrative approval, with the exception of a diagnosed concussion, in which case make-up work schedules will be followed under the guidance of a doctor’s return to school plan submitted in writing to the school.

- The school requires written verification of medical excuses by a practicing physician to be filed in the student's temporary record to avoid having those absences count toward the 10-day maximum allowed to earn credit (see [Attendance](#)).
- Each student affected by this policy shall have the opportunity for due process. Teachers are allowed some refinement of this procedure, based on their course syllabi.
- This policy shall not in any way circumvent regulations set up under chapter 776 or 504 accommodation plan.
- Students on extended family vacations are responsible for making up all missed work. Teachers may be able to provide the work ahead of time, but this is not always possible. Please plan accordingly.
Note: These are unexcused absences.

FIELD TRIPS

Field trips conducted under the auspices of Frontier Regional School are for educational purposes only. At least 24 hours in advance of any such trip, a student must submit to the teacher in charge, on the proper form, permission from the parent/guardian to attend such a trip. Students not in good academic or behavioral standing or who are over the attendance limit for the quarter/semester may not be eligible to participate in a school sponsored field trip. Students will not be allowed to go on field trips if they have had a suspension within 15 school days of the trip and/or have not served all assigned detentions. In the event a student is not able to attend a field trip, an alternate assignment will be provided by the instructor. Students who apply for financial aid for field trips are expected to participate in fundraising activities. All students must complete and submit a Student Medical Information Form (SMIF) to participate in field trips.

For any overnight domestic and international travel programming, the same expectations are in place as field trips regarding students being in good standing and will be required to sign the acknowledgement of the [Policy and Contract on Domestic/International Travel Privileges form](#). This form will be given to students and families as part of the trip requirements during the planning phase of said trip.

CIVIC ENGAGEMENT

One of the cornerstones of cultivating skills of responsible citizenship is providing opportunities for civic engagement. In 8th grade, and again in 12 grade students must participate in the Massachusetts Civics Project. These project requirements are designed to have students work together to research an area of civic interest with the goal of designing an actionable outcome for improving their local community. The goals of this project include: to develop civic dispositions and a sense of self-efficacy, develop and practice civic skills, build civic content knowledge, develop cultural competence and social political awareness, develop and practice literacy skills including digital media literacy, conduct inquiries and determine next steps, develop and practice social-emotional skills, and become more academically engaged.

In addition, during every election cycle, several of our students enrolled in our Government classes will conduct exit polls at polling stations, as well as assist in organizing mock elections within the school.

LIBRARY MEDIA CENTER

The Library Media Center (LMC) serves all academic areas in the school and is committed to offering an inclusive and diverse multicultural library of media. It provides opportunities for entire classes, small groups, and individuals to complete research or to pursue individual interests in reading and the creative use of the technology as it relates to course work. Students are expected to be on task while in the LMC, maintaining an academic environment.

The Media Center opens at 7:30 a.m. and remains open until 5:00 p.m. from Monday through Thursday. On Friday it closes at 3:00 p.m. During the school day students are asked to come to the LMC with a pass and sign in if they are not with a teacher. Students must sign out and leave with a pass when leaving during the class period.

All materials used outside of the Media Center must be checked out at the circulation desk. Each student will be given a card to use with the automated system. Materials are signed out for four weeks and are renewable. Overdue notices will be emailed to students or sent to advisories. Failure to attend to obligations will result in restricting further circulation of materials to that student.

Sharing the resources of other libraries is made possible through an alliance with the Massachusetts Library System, which provides delivery twice per week. Students may use our catalog to search the holdings of other libraries and order those materials that will assist them in their studies. There is no cost for this service, however students are expected to be responsible for the safekeeping of borrowed items.

Various technologies and tools are available for students to use as needed and are constantly being updated. These currently include scanners, cameras, headphones, thumb drives, and microphones.

Computer use in the LMC is carefully spelled out in the [*FRSU38 Acceptable Use Policy*](#).

ADVANCED, INDEPENDENT, AND HONORS WORK

HONOR ROLL

To receive Maximum Honors, a student is required to have all As at the quarter marking period. High Honors requires a student to have A and B grades at the quarter marking period. Students are required to have all Bs at the quarter marking period to receive Honors.

INDEPENDENT STUDY GUIDELINES

Students in grades 11 and 12 who are interested in independent study options should meet with their guidance counselor to determine whether this program is feasible as part of their academic plan. All forms and guidelines are available in the Guidance Office.

OFF-CAMPUS COLLEGE PROGRAM

The Off-Campus College Program was authorized in the Education Reform Act of 1993. Today, qualified public high school students can earn both high school and college credit through this program. Students interested in pursuing this option should meet with their guidance counselor to learn about qualifications, procedures, and deadlines.

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) serves to honor students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. With respect to scholarship, only students with a grade point average (GPA) of 3.80 at the end of the first semester of junior year will be considered eligible. Those who are academically eligible will be asked to complete a Student Activity Information Form to be considered for selection. Students are then evaluated on the basis of leadership, service, and character. The selection of members shall be determined by a faculty review board and will be consistent with the rules and regulations of the National Honor Society as well as local by-laws. Any questions should be directed to the advisors or administration.

PRIVILEGES

- During lunch periods, NHS students may leave the cafeteria without a pass. Only Senior members with the proper permission may leave school grounds for lunch.
- Subject to availability, NHS students may request an extra locker. Senior members have priority over Junior members.

RESPONSIBILITIES

- Members must conduct themselves in a responsible manner at all times and maintain the standards that resulted in their selection.
- Members may not leave school grounds without the permission of the administration and their parents/guardians.
- Members are expected to support and to attend meetings in order to conduct chapter business.
- Members are required to participate in a minimum of 15 service hours per academic year.
- Members are required to pay an annual dues, which will cover the national membership fee (\$5) plus the cost of stoles and/or pins to be worn at graduation. The specific amount will vary year-to-year based on the preferences of the class; a typical amount is approximately \$40.
- NHS members elected to officer positions will have additional responsibilities.

EARLY GRADUATION

A student may make a request to graduate early provided they meet all graduation requirements. A letter of intent must be filed with the building principal by September 15th and have written approval from parents/guardians. The administration will make the final determination of all early graduation requests.

CURRICULUM CONTENT ACCOMMODATIONS

Consistent with Massachusetts regulations, 603 CMR 26.05(1), our school through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content. Please note that such exclusions do not apply to general educational disagreements, pedagogical preferences, or philosophical objections.

STUDENT SERVICES

FINDING HELP

At Frontier, we want all students to feel safe, included, respected, and supported. We establish rules and policies to guide student culture and ensure safety, yet sometimes challenges can occur. If you're facing a challenge, please reach out for help. We encourage students to use any of the following resources in response to any situation which prevents them from feeling safe, included, or respected at Frontier.

- **Contact peer support groups.** At Frontier, multiple peer support groups are ready to help.
- **Contact the Counseling Office.** School counselors are trained to help students navigate the world, and that includes any challenges you may face.
- **Reach out to any trusted adult.** Every adult at Frontier is dedicated to your success—and your safety. Contact teachers, coaches, and administrators anytime: our doors are open.
- **Contact the Title IX Coordinator.** Title IX is a federal law that protects the rights of students, and our district has a designated staffer who manages Title IX topics. Our Title IX Coordinator is Karen Ferrandino, whom you can reach at (413) 665-1155 x7711.
- **Review policies which offer guidance.** Review the detailed policies in this handbook for specific instructions and resources on several topics. See also the FRSU38 policies on [Preventing Bullying, Harassment, & Discrimination](#), [Civil Rights and Complaints Procedures](#), and [Student Due Process Rights](#).
- **Reach out to authorities outside the school.** Seek help anywhere you feel comfortable. Some common resources include:

- The Department of Children and Families (800) 792-5200 or <https://www.mass.gov/how-to/report-child-abuse-or-neglect>
- The Deerfield Police, (413) 665-2606 or 911
- The Massachusetts State Police, (508) 820-2300 or 911
- South County Emergency Medical Services (413) 625-8200 or 911

GUIDANCE/COUNSELING SERVICES

Guidance and counseling services are available to all students. Counselors are versed in multicultural counseling and provide peer-to-peer opportunities for students of varying cultural backgrounds. Some ways in which counselors work with students, parents, staff, faculty, and administration include:

- Counseling students, either in groups or individually regarding educational and career plans, course selection options, or regarding personal or family concerns.
- Consulting with teachers, parents/guardians, or administrators to help them better understand students' abilities, strengths, and weaknesses, and by providing ways to better serve the students' academic and social needs.
- Coordinating the annual registration and course selection process. (Assisting outside referrals to community agencies and private counselors.) (See appendix for policy & procedure for schedule changes).
- Assisting with outside referrals.

The guidance department also maintains and safeguards students' academic records and maintains a resource library of college catalogs and resource materials as well as career and military services information and other educational and community service-learning opportunities.

GUIDANCE PASSES

- A student must secure a pass to visit a counselor during the school day. Counselors are also available by appointment before and after school.
- Passes (other than emergency) are given in advance by the counselors. Students wishing to see a counselor may obtain a pass in the Guidance Office. Students may also sign up on their counselor's appointment list.

MENTAL HEALTH SUPPORT (NEW)

Frontier offers a variety of mental health support for its students in grades 7-12. In addition to the three guidance counselors we have a full-time school psychologist, a full-time school adjustment counselor, and a part time school adjustment counselor. These positions provide regular support for students as well as acute interventions as needed. Frontier also holds social groups with counselors and /or our Restorative Practices Coordinator. Students and parents/caregivers can contact their assigned guidance counselor for assistance at any time and they can help plan supportive interventions that will best suit their individual needs.

Our guidance department also holds several workshops, specifically in the beginning of each school year to introduce middle school students and 9th graders to the variety of supports in place and how to access them around the topics of peer conflict, bullying, navigating the school day, time management, and a host of other topics. Please contact the guidance department for further information on specific programming questions.

LOCKERS, STUDENT BELONGINGS

All students will be assigned a locker and a lock. Working locks can be turned in at graduation or transfer. To ensure security, students should not give out their combination to anyone. Students should not leave

valuables or money in their lockers, even if they are locked. The school is not responsible for loss or theft that occurs from a locker. Lockers are the property of the school and may be opened at any time by school authorities. Searches of student property (e.g. backpacks, automobiles) may be conducted with reasonable suspicion, in keeping with the school's responsibility to promote the best interests of all students in the school, and in alignment with the responsibility of the school to provide an atmosphere conducive to education.

LOST AND FOUND

The lost and found area is located in the cafeteria. Any personal or school property found in or near the immediate area of the school should be turned in to the office. The school is not responsible for lost or stolen articles. Articles will be kept in the lost and found area for a reasonable time after which they will be discarded.

CAFETERIA, FOOD & DRINK

Students are not to remain in the cafeteria during lunch for more than one lunch period. Students are expected to exercise self-control throughout lunch. **Students are not permitted to leave school grounds during lunch without permission from the administration, except in the context of [Senior Privileges](#).**

Students using the school cafeteria are expected to:

- Form single lines.
- Avoid pushing or any other improper conduct in line or in the cafeteria area. Throwing food is highly offensive behavior and is unacceptable! Students will be required to clean the area.
- Return trays, dishes, and refuse to the clean-up area.
- Do not throw away eating utensils.
- Follow directions given by the cafeteria supervisors at all times.

ALLERGY AWARE SCHOOL

Within our school population we have students and adults who have life threatening allergies. Frontier Regional School is an Allergy Aware building. As it is not possible to guarantee a completely allergen-free environment, our goal is to minimize risk of exposure, encourage self-responsibility, and plan for effective response to possible emergencies through school community wide education. Specific procedures relevant to the policy are managed on a case-by-case basis through the Health Office.

COMMUNITY USE OF FACILITIES

Community members who wish to use the school facilities, including the athletic fields, are required to complete a Use of Facility Request Form available through the Main Office. The request must be submitted to the principal/designee for approval. Fees may apply.

SILVER F AWARD

The Silver F is given by the Frontier Regional School in recognition of achievement in school and community. It is one of the most prestigious awards a student can earn while attending Frontier Regional School. Students in grades 9-12 may earn points toward the Silver F in three different categories: scholarship, service, and extracurricular activities.

A student must earn a total of 28 points; eight must be in scholarship. These points can be earned by making the honor roll or participating in the Student Council, or a teacher can assign points for extracurricular activities, among other things. A total of 20 points must be earned in any combination of the other two categories. Extracurricular points may be earned for participation in athletics, music, drama,

or any club or activity. Students may also earn points for student government activities, journalism, School Council, etc. Another important component of the Silver F is service.

Students may earn points by working as a department aide, and/or taking part in programs such as Big Brother/Big Sister, peer tutoring, and Peer Mentoring/Social Justice Group. Service outside of school can also count toward the Silver F. A student who is involved in activities that provide a service to the community will be eligible for Silver F points. A student may accumulate more than 28 points. However, eight in scholarship and 20 in combination from the other two categories is a minimum, e.g., ten in scholarship and 18 in the other two would not qualify.

SCHOLARSHIPS FOR HIGHER EDUCATION

To aid in financing higher education, schools and colleges offer many opportunities to receive financial help. Many scholarships of varying amounts are awarded annually at commencement services to members of the senior class. Scholarships are made available by industry, business firms, clubs, hospital associations, and other community groups.

A student seeking financial assistance should make an application for scholarship aid at the college to be attended, at school, and from any other available resources. Specific information may be secured in the Guidance Office. It is the student's responsibility to file all applications for scholarship assistance fully and to submit them by the due date to be considered.

SCHOLARSHIPS AWARDED FOR MCAS

Students may qualify for one of two tuition waivers to Massachusetts public state colleges and universities.

- **John and Abigail Adams Scholarship.** Students qualify by scoring, at the least: (a) in the "advanced" category in English language arts or mathematics and "advanced" or "proficient" in the other subject area on the grade 10 MCAS assessments; and, (b) in the top 25% of the students in the district on these tests.
- **Koplik Certificate of Mastery.** Students initially qualify by scoring, at the least, in the "advanced" category in English language arts or mathematics and "advanced" or "proficient" in the other subject area on the grade 10 MCAS assessments.

Contact the Guidance Office for more information.

STUDENT ACTIVITIES

AFFINITY GROUPS AND CLUBS/ORGANIZATIONS

There are several groups/clubs/organizations within our school community for students to explore and are ever-changing based on the interests of our student body. Frontier believes there is a space for everyone to feel connected, safe, and to belong.

Incoming 7th graders get their first introduction to our many offerings during our District's "Step Up Day". During this program, incoming students can explore the many clubs/groups by visiting booths set up in our gymnasium by our student club leaders and sign up to join when they become students themselves the following school year.

In addition, throughout the early days of the school year, all of our clubs/groups can be seen advertising through posters and the school news, offering meeting times and days.

Here are some examples of the many clubs/groups/activities at Frontier:

- Art Club
- As Schools Match Wits
- Bike Club

- Community Service Club
- Cultural Connections Club
- Environmental Club
- ESports
- Feminist Club
- French Club
- GSA (Gay/Straight Alliance, Gender & Sexuality Alliance)
- Jazz Ensemble
- Journalism Club
- Marching and Pep Band
- Musical Theatre Pit Orchestra
- Photography Club
- Poetry Slam
- Rockin' RedHawks
- School Climate Club (Middle School)
- Ski Club
- Student Council
- Spanish Club
- Theatre Ensemble
- Ultimate Frisbee Club
- United Sound

If students wish to start a club, they should contact the principal to schedule a meeting and explore its creation. Typically, all a club needs to get started is an Advisor (adult employee of the school), and established meeting times and location.

COMMUNITY SERVICE, CIVIC ENGAGEMENT (NEW)

Throughout the course of any given school year, Frontier's students participate in several community service opportunities through their membership in clubs/organizations and sports teams. These activities are well advertised within school and community with examples including:

- Reading With The RedHawks - members of our sports teams visit our elementary schools and read aloud to younger students
- Connecticut River Clean Up - members of our Environmental Club have joined our greater Franklin County community's initiative to clean up trash and debris along the Deerfield River and other tributaries of the Connecticut River.
- Caroling - members of our school band and chorus have visited our community's Senior Center to play holiday and winter themed music for our senior citizens.
- Flag Planting - members of our National Honor Society along with our community's Memorial Day Committee will visit area cemeteries to place American Flags on the graves of service members.

These are just a few examples of the many opportunities for our students to give back to their communities. Students are encouraged to document their service through applying for the Silver F Award. Information about the Silver is located on p. 120 of this document.

ATHLETICS & ATHLETIC ELIGIBILITY

Frontier Regional is a member of the Massachusetts Interscholastic Athletic Association (MIAA) and follows the mission, philosophy, and governing policies of the MIAA. The entire MIAA handbook can be viewed or downloaded at www.miaa.net. Frontier, in conjunction with the MIAA handbook, has created a Student Athlete Handbook with many of the most regularly visited MIAA policies and additional school policies included for our community's convenience. Visit <https://www.frsu38.org/frontier/athletics/> for more information.

Eligibility requirements for student participation in any school activity shall be based upon good school citizenship and satisfactory academic standing. For a student to be eligible to participate in any extracurricular and/or school athletic teams, the following guidelines apply:

- To participate 1st quarter, must have all passing grades from previous 4th quarter.
- To participate 2nd quarter, must have all passing grades from 1st quarter.
- To participate 3rd quarter, must have all passing grades from 2nd quarter.
- To participate 4th quarter, must have all passing grades from 3rd quarter.

- Incomplete marks (I) are considered to be failing grades.
- Middle School students must pass four out of six classes. If a middle school student participates on a junior varsity or varsity team, they must follow high school eligibility requirements.

RULES AND EXPECTATIONS

At Frontier, our rules and expectations are established to promote a learning environment where all members of our community feel included, respected, and safe. We've organized our rules into four main categories:

- **Code of Conduct.** The Code of Conduct outlines fundamental guidelines for a building a successful career at Frontier while positively contributing to both school and community.
- **Respect for Self.** These guidelines set boundaries for personal conduct at school.
- **Respect for Others.** As a school community, many of our rules are about ensuring equal treatment, equal access to opportunity, and respectful treatment for all.
- **Respect for our Shared Resources.** As a public school at the center of community life, Frontier programs represent a significant commitment of community resources. These rules outline the fundamentals of how students should treat community resources: minimizing waste, promoting prudent use, and ensuring equal access for all.

As with all rules and policies in this handbook, infractions of these rules can lead to disciplinary action.

STUDENT CODE OF CONDUCT

Students at Frontier Regional School are required to practice school-appropriate behaviors and support the mission of the school to “provide the highest quality education which builds a strong foundation for lifelong learning, values the individual, fosters community and respects tradition while responding to the changing needs of society.” Students are expected to:

- Develop social skills and good manners.
- Make informed and responsible judgments regarding health of self, the environment, and the community.
- Organize and manage time and resources.
- Take pride in one's own work.
- Act with integrity.
- Work cooperatively and effectively in team efforts on a variety of tasks, appreciating the contributions and perspective of others.
- Value and practice community responsibility.
- Appreciate the principles of democracy, equality, freedom, law, justice, and social justice.
- Respect the rights and be sensitive to the needs of others.
- Be lifelong learners, continuing to prepare for a changing world.
- Differentiate between fact and opinion.
- Recognizing bias and stereotyping.

RESPECT FOR SELF

Self-respect forms the foundation for personal well-being and success. By cultivating self-respect, students can learn to set healthy boundaries, make confident decisions, and stand firm against negative influences. A sense of personal worth and dignity leads to stronger relationships, academic success, and

emotional resilience. When you respect yourself, you're more likely to respect others and help create the positive and supportive school community we strive for at Frontier.

HONESTY AND INTEGRITY (NEW)

Individuals and communities thrive when individuals can trust each other to be honest and act honorably—as a result, honesty and personal integrity are central to building a strong and supportive school community. Keep the following in mind:

- Dishonesty in any form reduces our ability to trust one another—and we all lose; there is no such thing as a small lie. In this respect, honesty is perhaps the most important rule at Frontier.
- Dishonesty to support or “cover” other rule-breaking behavior usually makes things worse. If you’ve made a mistake, own it and learn from it.
- Academic honesty is essential to ensure that you benefit from the lessons taught at school. Unauthorized copying, cheating, or use of tech tools as a “shortcut” to complete assignments are all forms of academic dishonesty. (See also [Cheating](#), [Plagiarism](#), and [Academic](#) .)
- Deception to gain personal advantage harms both you and others. Unauthorized possession of keys, impersonation of others, and use of others’ private information are particularly harmful forms of dishonest behavior.

CHEATING, PLAGIARISM, AND ACADEMIC MISCONDUCT

Within the topic of honesty and integrity, cheating, plagiarism, and other types of academic misconduct loom large. The policy below describes prohibited behaviors; the disciplinary response for plagiarism and academic misconduct takes a slightly different path. For details, see: [Consequences for Plagiarism and Academic Misconduct](#).

As the first clause of the school’s mission statement suggests, “The Mission of Frontier Regional School is to provide the highest quality education.” Such academic excellence must be built on a foundation of academic honesty and integrity. The entire Frontier School community—students, parents, teachers, staff, administrators, and board members—must work together to build a school culture that cherishes both academic excellence and academic honesty. In building such a culture of excellence, each constituency has a role to play. Teachers, by example and explicit instruction, must demonstrate to the students the form and importance of academic integrity and must create and uphold high, consistent expectations. Each student must hold themselves and their classmates to the highest level of personal integrity. And parents/guardians, like teachers, must help their children realize that success is not measured in the grades they achieve but in the skills, learning, and most importantly, values they gain that will support them through life. It is within this context that we offer the following guidelines for students and teachers.

DEFINITION OF TERMS

- **Cheating:** An intentional act and compromises academic honesty. Examples include, but are not limited to:
 - Copying another’s homework.
 - Providing your homework for others to copy.
 - Using “cheat sheets” on tests.
 - Copying another’s test, paper or assignment.
- **Plagiarism:** Using someone else’s ideas of work without proper or complete acknowledgement. Plagiarism encompasses many things and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is blatant plagiarism. In addition, completely rewriting someone else’s work or ideas and using it as one’s own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive working not their own. However, certain information in any subject is considered “common knowledge” and may be used without acknowledgement. What is considered to be common knowledge varies among subjects; when in doubt, consult a teacher.

Students unsure of how to properly acknowledge should consult a teacher or use resource tools in our Library Media Center. Plagiarism may or may not be intentional; however, it is an example of academic dishonesty.

- **Multiple Submission:** The use of work previously submitted at this or any other school to fulfill academic requirements in another class. For example, using a paper from an 11th grade English class for a history assignment is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission some teachers may allow students to complete one assignment for two classes. In this case, prior permission from both teachers is necessary.
- **False Citation:** Falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized.
- **False Data:** The fabrication or alteration of data to deliberately mislead. For example, changing data to get better experiment results is academic fraud. Teachers in lab classes will often have strict guidelines for completion of labs and assignments. Whenever in doubt about what may be considered academic fraud, immediately consult with the teachers.
- **Library:** Stealing materials from the library can be considered a breach of these policies. Hoarding scarce copies of materials needed by others in order to advance one's own position or deliberately damaging library materials (e.g., cutting pages out of books or magazines, or helping other students steal, hoard, and/or damage library materials) is a violation.
- **Internet Resources:** If you rely on internet resources for your research, you must use proper citation.
- **Submitting Artificial Intelligence (AI) Generated Content:** Using various internet sites and app-based AI generating sources (e.g., ChatGPT, etc.) to create essay content on behalf of the user for the purpose of submission as the user's own content/work is a violation of said policy.

MISUSE OF AI AND PLAGIARISM: APPEALS AND DUE PROCESS

To ensure fairness and transparency in the enforcement of this AI policy, the following due process procedure is established for students accused of AI misuse or plagiarism. The principal or their designee will oversee this process.

If a student is accused of improperly using generative AI and the teacher has followed the school's academic integrity and plagiarism protocols, the student will have the right to appeal any disciplinary or significant academic consequences to the AI Disciplinary Committee.

AI Disciplinary Committee Composition:

- Principal
- Curriculum Director
- Department Chair or teacher representative

This committee will:

Review the teacher's documentation and rationale for the allegation.

Provide the student with an opportunity to respond to the allegation and present supporting information.

Evaluate whether the use of AI violated stated classroom or school-wide expectations.

Possible Outcomes:

Following its review, the committee may recommend one or more of the following suggested actions or other similar:

Upholding the original academic penalty

Allowing resubmission of the assignment, with or without modification

Assigning an alternative assessment task (redo of assignment)
Reducing or removing disciplinary or academic penalties, if appropriate
Use of any of the above with academic penalty, i.e. 10% reduction in final product grade.

The goal of this process is to balance academic integrity with student support and learning. All appeals should be resolved in a timely manner, and outcomes will be communicated clearly to all involved parties.

CORRIDOR PASSES

Students leaving a classroom while classes are in session must have an official pass. Students are required to sign in and out whenever leaving a classroom.

DRESS CODE

Dress code helps individuals to dress, groom, and conduct themselves so that they can fully participate in, benefit from, and access the educational environment.³ Students should wear clothing that allows them to participate fully and safely in all school activities including specialized learning spaces, such as the gymnasium, shops, etc. Individuals should wear shoes or sandals held securely on the feet for protection when on school grounds, aboard school buses, and at school events.

Students have the right to freedom of expression through their clothing and personal effects/materials, provided they do not cause disruption or disorder within the school or infringe on the rights⁴ of others. Students may not wear clothing that contains words, images or language, symbols, suggestions, or portrayals of violence, defamation, discrimination, harassing to others (including students who are gender nonconforming by suggesting that their sexual orientation, gender identity, or expression does not exist or is invalid), illegal acts, illegal substances and/or unacceptable products (such as tobacco, alcohol, or drugs).

The building principal or their designee makes final decisions about dress code.

TOBACCO USE

Tobacco is harmful and addictive. The use of tobacco products, vapes, and any other smoking-related products⁵ on school property or in vehicles used to transport students, is strictly prohibited. See also [*Consequences for Tobacco Use*](#).

ILLEGAL/CONTROLLED SUBSTANCES

Student possession, use, sale, or transfer of drugs (as defined in the Controlled Substance Act, Mass. G.L. 94C as amended) or any potentially mind-altering product that can be smoked, injected, inhaled, or ingested on school property or at school functions is prohibited at all times. Any drugs or controlled substances found in the possession of a student will be confiscated.

³ These guidelines are based on Massachusetts General Laws Chapter 71 Section 83: Dress and Appearance of Students Protected, which establishes reasonable standards regarding health, safety, and cleanliness.

⁴ MA Chapt. 71 Sect. 82 protects the invasion of the rights of other students to a safe and secure educational environment.

⁵ Tobacco products and delivery devices includes, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, rolling papers, non-prescribed inhalants, nicotine delivery devices that are not FDA approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation. Based on administrative investigation, a student may be determined to have been smoking based on the preponderance of other evidence (such as being in a restroom stall with smoke rising out of the stall, etc.) Visible tobacco products found on students while in the school building will be confiscated to promote our smoke-free environment.

CONTROLLED SUBSTANCE PROTOCOL

- Any staff member who suspects that a student is under the influence of drugs/alcohol shall immediately notify the assistant principal or designee.
- the assistant principal or designee will come to the classroom and escort the student to the school nurse. **Students must be escorted to the Nurse's Office.**
- The school nurse will do an assessment of the student's mental and physical status in the presence of the assistant principal or designee. The nurse will use the suspected substance use assessment form. This may include the administration of a breath alcohol test by the assistant principal or designee. (Policy JICH-2A)
- If the suspicion is substantiated, parents/guardians will be notified by the assistant principal or designee.
- Disciplinary action will follow.
- The school will be available to support the student and family with follow-up referrals for counseling or treatment.

Any student who, in the judgment of the principal, as verified by due process is determined to be in violation of this policy will be suspended from attendance (out of school) and at the discretion of the principal may be referred for an expulsion hearing according to M.G. L. Chapter 71 Section 37 H or M.G.L. Chapter 76, Section 16. The student will also be referred to the Police Department for further action.

DRUG SNIFFING DOGS

On occasion, the Police Department and school administration will have trained drug-sniffing dogs check school property (including classrooms, lockers, and parking lots) for contraband. When violations of the law are suspected, police officials will be contacted.

RESPECT FOR OTHERS

Respecting others promotes healthy relationships, reduces conflicts, and encourages open communication. It helps you appreciate different perspectives and learn from others' experiences. By treating everyone with dignity and consideration, you help build a community where everyone feels valued and supported, making the school a better place for all.

VIOLENCE, BULLYING, HARRASSMENT, AND DISCRIMINATION

All members of our community have the right to be treated with dignity and respect. Mistreatment of others through violence or threats of violence, harassment, discrimination, or bullying of any kind is antithetical to the values of our community and will not be tolerated. Students and families may review detailed FRSU38 policies in [Preventing Bullying, Harassment, & Discrimination](#), including:

- [Non-Violence Policy](#)
- [FRSU38 Anti-Bullying Policy](#)
- [Harassment/Non-Discrimination Policy](#)
- [Sexual Harassment Policy](#)
- [Sex-Based Harassment/Discrimination \(Title IX\) Policy](#)

APPROPRIATE USE OF TECHNOLOGY (NEW)

Life online is central to many students, but the complexity of social media, the temptation of anonymity, and easy access to often-incorrect or incomplete information means that the inappropriate use of technology can have a significant, negative impact on our community. It's critical that students understand that all laws and all school rules—as well as those rules of common courtesy and neighborly conduct—apply online just as they do in person. For example:

- Anything that would be unacceptable in person, in print, or in public is unacceptable online.

- This includes the creation, possession, procurement, and/or distribution of unacceptable content through any electronic or technological means.
- Students would be wise to assume that anything posted online will be seen by their classmates, teachers, and neighbors.
- Photo, video, and audio recording of others should never be done without the consent of those being recorded. Take care to avoid technology use in places where a reasonable person would expect privacy.
- Creating or sharing obscene or sexually explicit content, hate speech, or materials which are damaging and hurtful to others not only violates school rules, but may also violate the law.
- Assuming the identity of another person or using another person's accounts or passwords is prohibited by the school and may also violate the law.

The above guidelines are examples of behaviors which are unacceptable online. Every student should also review the [FRSU38 Acceptable Use Policy](#) and [Internet Acceptable Use Regulations](#). Students should also take note of specific rules around cyberbullying which are covered in the FRSU38 policies on [Preventing Bullying, Harassment, & Discrimination](#).

CELLPHONES, ELECTRONIC DEVICES,⁶ AND TOYS

To preserve a positive learning environment for all, we impose reasonable restrictions on the possession and use of toys, cellphones and other personal electronic devices.

The responsibility for providing an appropriate atmosphere in which learning and ordinary school functions may occur requires a reasonably quiet environment. Any form of artificially produced sound or video is subject to school regulation. Phones, devices, toys, and other items are potentially disruptive to the educational process. Cellphones are allowed but need to be turned off and away during the school day. The school may act to take temporary possession of any equipment that proves to be a distraction; the owner may claim the property after regular school hours. Repeat offenders will have the equipment confiscated for the remainder of the school year.

The use of cellphones and personal electronic devices (smartwatches) during the school day is a privilege and not a right. As such, the following regulations will apply:

- To minimize disruption during class time, students with electronic devices such as, but not limited to cell/smartphones, smartwatches, and tablet devices **MUST** have them turned off during class time, including classroom break times. Students may be permitted to use the above-mentioned devices **ONLY** during the following times:
 - Before school hours inside and outside the building.
 - After school hours inside and outside the building.
 - During the student's lunch period in the cafeteria.
 - For instructional purposes with explicit consent of the supervising teacher.
 - During passing times in between class periods.
- In the event a parent/guardian needs to contact their child they should call the school office directly and not their child's cellphone.
- No use and/or taking of cellphone photographs are permitted during the school day. **No cellphone or other photographs are permitted in the restrooms or locker room areas at ANYTIME.** Use could result in criminal prosecution.

⁶ Devices includes *smartwatches, earphones/headphone devices, wireless speakers, cellular phones, laser pens, tablets, consoles, drones, etc. or anything similar. Toys may include any item which creates visual distractions or noise (e.g., fidget devices, skateboards) that disrupts the learning environment.*

- Cellphones, smartphones, tablet devices etc., shall not be used for exchanging information, personal email, playing games, or chatting unless sanctioned by a classroom teacher as part of an instructional exercise.
- Violators of this policy will have these items confiscated. Repeat violations may result in the device being held in the school office for an extended period or return of the device to a parent/guardian.
- Blatant refusal to comply with the requests of teachers and/or administrators is insubordination and subject to more severe disciplinary action. Disciplinary action is as follows:
 - First Violation: A verbal warning for the device to be turned off and put away.
 - Second Violation: Device will be confiscated by the teacher/staff for the remainder of class.
 - Refusal to comply: Student will report to the assistant principal who will confiscate the device for the remainder of the school day. The student may retrieve the device at dismissal time.

MIDDLE SCHOOL CELLPHONE/ELECTRONIC DEVICE POLICY

Cellphones and any other electronic devices will need to be turned off and put away upon entry to the building each day and placed in lockers for safekeeping. This includes classrooms, hallways, bathrooms, cafeteria, and exploratory classes. Violation of this policy will result in the immediate confiscation of the device. All confiscated devices will be held in the Main Office until the end of the school day and will be returned to a parent/guardian.

SANCTUARY (NEW)

To ensure that students are able to get help when it's needed, Frontier offers a sanctuary policy. If a student who is engaged in rule-breaking behavior becomes concerned about the safety of themselves or another student, they are encouraged to notify adults/authorities who can provide aid and assistance. When making such a request for assistance, the student may be granted amnesty from school-based discipline for any rule-breaking behavior, as will any student-at-risk for whom they requested assistance. Requests for assistance must be sincere expressions of concern for student health and safety.

RESPECT FOR OUR SHARED RESOURCES

As a public school, Frontier relies on the support of local taxpayers to fund its programs and operations. As a result, we have a responsibility to use our resources prudently, economically, and only for authorized purposes. In addition, environmental resources, which are shared well-beyond our local community, demand careful stewardship. Students, as citizens and future taxpayers, have a stake in this priority as much as any other member of the community.

BOOKS AND EQUIPMENT

Students are responsible for the care of all books and equipment issued to them by the school. At the beginning of the year, the student's name must be written in ink on the property slip in each book.

Every student must fill out and sign a book slip indicating that they accept the responsibility of caring for each book. The number of the book is carefully recorded by the teacher and each student must return the book which is charged to them at the end of the school year. Books must be covered, kept clean of scribbling, and free of unnecessary papers. A student lacking a book for several days must pay for the book which they lost. The money will be refunded if the book is later found in an acceptable condition.

- One year (new): 100% of the original cost.
- Two years: 75% of the original cost.
- Three years: 50% of the original cost.

If a book is damaged by a student, and the book needs to be re-bound, the cost will be paid by the student. All books that must be re-bound cost \$ 12.00 per book, and the student will be charged such by the individual teacher and/or administration.

CLASS YEAR OBLIGATIONS

Students are expected to be an active member of their class. Class dues are an important resource for class events. It is your responsibility to pay your class dues in full and on time. We also hope that you will participate in fundraising activities for your class. Failure to meet school, class, or library obligations (monetary or material), may result in a loss of privileges funded by these monies including senior privileges, yearbook, and prom.

USE OF STUDENT DEVICES ON THE SCHOOL NETWORK

This policy covers student-owned devices including consoles, computers, tablets, smartphones, smartwatches, and any other similar devices. Frontier Regional School appreciates that students are willing to bring in device equipment that is personally owned, to be used for schoolwork, and to enhance educational opportunities. With this privilege comes responsibilities and issues that must be addressed. The main issues are:

- Security
- Network stability
- Liability for personal property
- Virus protection
- Repairs and upgrades

A student who brings their privately owned device to school is personally responsible for the equipment. Responsibility for the maintenance and repair of the equipment rests solely with the student. Any damage to the equipment is the responsibility of the individual. Software residing on privately owned computers must be personally owned.

School technicians will not service or repair any computer not belonging to the school. No internal components belonging to the school shall be placed in any personal equipment, whether as enhancements, upgrades, or replacements. No software that is deemed by the Technology Department to be for personal use will be supported under any circumstances. If such software interferes with school approved software or hardware, a technician may remove it from the computer. Any damage caused by use on the school network is the responsibility of the device owner.

Administration, faculty, and staff retain the right to determine where and when privately owned equipment may connect to the network. The student is responsible for the security of the equipment when it is not being used. Frontier Regional School does not guarantee the privacy or security of any item stored on or transmitted by any privately owned computers. A privately owned computer can be connected to the school's network, including access to the Internet, under the following conditions:

- Use of the computer must adhere to the [FRSU38 Acceptable Use Policy](#).
- File storage on the network from privately-owned computers is limited to schoolwork only. Anything not directly related to schoolwork will be removed.
- The individual must supply all necessary hardware/software and cabling to connect to the network.

As it relates to privately owned devices being used at Frontier facilities or on the school's wireless network, Frontier School reserves the right to not allow access to the wireless network and in addition, when applicable:

- Monitor all activity, either Internet access through the school's server or intranet access on the school's file servers.
- Make determinations on whether specific uses of the computer are consistent with the school's Acceptable Use Policy.
- Log network use and monitor storage disk space utilized by users of personal computers on the network.
- Deem what is appropriate for use of personal computers on school property including the network.

- Remove the user's access to the network and suspend the right to use the privately owned computer in school's facilities at any time it is determined that the user is engaged in unauthorized activity or is violating the Acceptable Use Policy.

Use of the wireless network is a privilege, not a right. Any misuse will constitute a rescinding of use and may result in disciplinary action. Use of the wireless network by cellphones will be prohibited unless deemed a necessary accommodation through an education plan.

BUILDING ACCESS AND SCHOOL HOURS

School hours are 7:45 a.m. to 2:15 p.m. unless students are involved in an extracurricular activity, extra help and/or assigned detention. Students, who are waiting for transportation, must not be creating a disturbance, as any offenders will be turned in to the administration. After school hours, only personnel with legitimate reasons are allowed in the building. Students are not permitted in the building after regular school hours, in the evening, or on the weekends without scheduled and approved supervision.

CLOSED CAMPUS, SECURITY

Frontier Regional School is a closed campus during the school day for all students. Unauthorized areas considered off limits to students when not under supervision of staff include the theater, gym, locker rooms, the area surrounding the school, sport fields, and staff parking lot. The student parking lot is considered off limits without administrative permission. Once a student arrives on campus they are to remain on campus, even before their first class, unless authorized to leave by a school administrator. If a student must leave campus before the end of the school day, students must sign out in the Attendance Office with prior parent permission. Failure to do so will result in progressive discipline.

SCHOOL VISITORS

Students' visitors will only be permitted in the building or on school grounds during school hours when approval for the visit has been given by administration/teacher at least 72 hours in advance. Anyone visiting must report to the Main Office to sign in and pick up a visitor's pass. Visitors are subject to the same regulations as Frontier Regional students.

CLASSROOM VISITS BY PARENTS/CITIZENS

- Individuals should give at least 24 hours' notice of their intent to observe a classroom and arrange for a mutually agreed upon date and time with the building principal. Notice must be given to the classroom teacher and a copy of this policy must be sent to the observer by mail or given to them when they arrive for the visit.
- No more than 60-90 minutes will be allocated for visits. If visitors wish to spend time speaking with a teacher, please schedule a separate time to do so.
- Visitors are expected to be quiet observers conducting themselves in a manner that is the least obtrusive or disruptive to the students and the classroom activity. No cellphones may be used during the classroom visit.
- Observations will normally be limited to one classroom teacher unless prior arrangements have been made.
- The school reserves the right to limit the number of classroom visitations per week in order to maintain a positive classroom environment with as few disruptions as possible. Any concerns should be addressed to the classroom teacher then to the building principal.

Observations by outside professionals will be expected to follow the school committee policies, see [School Visitation and Classroom Observation](#).

BEHAVIOR IN THE HALLWAYS

During the passing of classes students should proceed immediately to the next class in an orderly manner. The passing time does not allow for any loitering or congregating in the halls. Students are requested to keep to the right in the halls and to keep moving. No running in the building.

POSTERS

The use of posters on bulletin boards or around school must be approved by the administration prior to posting.

STUDENT PARKING

- Student parking is located in the south parking lot (front of the school). There are approximately 100 parking spaces reserved for student parking.
- Any student who violates general safety vehicle operating procedures could risk the loss of privilege of parking on campus and/or their vehicle may be towed.
- Once the parking lot is filled, and no more spaces are available, it is considered full to capacity. Students will not be allowed to park illegally in this lot, and student parking in the north parking lot of the school is strictly prohibited. Student parking is on a first come basis for availability of spaces.
- Any vehicle parked on school property may be subject to a search on a random basis or when there is reasonable suspicion by appropriate school personnel.

ATTENDANCE

ATTENDANCE AND COURSE CREDIT

Parents/guardians should review the attendance record to note courses where there may be a loss of credit or where the student may be dangerously close to loss of credit.

LOSS OF CREDIT BY COURSE LENGTH

- **Yearlong Courses.** Missing 20 classes for a yearlong course, (i.e., ten per semester), will result in loss of credit.
- **Semester Courses.** Any student who misses ten classes in any semester course will not receive credit for that course. The course must be retaken for credit. In a semester course, when the student misses five classes and then seven classes, the parents will be notified in writing. Upon the tenth absence, parents/guardians will be notified by mail. These notifications will apply to the first course where there is a loss of credit each semester. Therefore, if a student misses eleven days of school, a parent/guardian will not receive four letters for loss of credit.
- **Quarter Courses.** For a quarter course, any student who misses five classes will not receive credit for that course. Parents/guardians will be notified in writing upon the second absence and by mail after the fifth absence.

APPEALS PROCESS, REGAINING LOST CREDIT

Waivers relative to the applicability of this policy may be made to the principal within ten days of the date on the letter. Appeals relative to the enforcement of this policy must be made in writing to the superintendent of schools within two weeks of the parent(s)/guardian(s) receipt of the loss of credit letter.

It may be possible for a student who has exceeded the absence limit during the first semester (more than nine days in a semester) to regain credit through exemplary attendance during the second semester. If a student's attendance was satisfactory during the first semester but not the second, the student may work with the Guidance Department to identify options for regaining credit through satisfactory attendance at an approved summer school program.

ABSENCE

NOTIFYING THE SCHOOL OF ABSENCES

- On the day of absence, the student's parent/guardian must call the school, or the student must bring a note from their parent/guardian to the Attendance Office on the day of their return. The note, signed by the parent or guardian, must state the student's name, indicate the dates of absence from school, and give the reason for absence.
- If the Attendance Office does not receive a call from a parent/guardian by 9 a.m. on the day of the absence, phone calls will be made to your home and/or parent/guardian's place of work.

- The school requires the student to bring an excuse for each absence. The administration, after investigating, will determine whether the absence was excused or unexcused.
- If a student is absent, if they arrive after 10:50 a.m., or if they are dismissed before 10:50 a.m. on the day of a school-sponsored function, including athletic events, the student may not attend that function unless approved by the administration. Students also would not be able to participate in an athletic or school activity on Saturday if the student is absent Friday without approval by administration.

EXCUSED AND UNEXCUSED ABSENCES

General absences from school for common illness and other minor reasons are considered unexcused. The school allows nine days each semester for students to be absent. Parents/guardians are not allowed to excuse absences from this nine-day total unless the reason for the absence is listed under “excused” absence below. *Please note the school may ask for documentation for any excused absences.*

UNEXCUSED absences include:

- Missing school for common illness
- Truancy, cutting class/school
- Suspensions
- Missing more than 15 minutes of the class period
- Vacations taken while school is in session
- Driver’s license exams

EXCUSED absences include:

- Religious observance
- Illness; serious, long term with a doctor’s note.
- School sponsored trips or events
- Death of a family member
- Medical appointment with doctor – physician’s note
- Court appointment
- Specified college visit arranged in advance

SKIPPING CLASS

Students who skip class will be assigned a two-hour after-school detention for each skipped class with parent/guardian notification through the student’s first through third class skip. Students who skip a fourth time and beyond will be assigned a half-day internal suspension, parent/guardian notification, and/or a parent/guardian meeting. A class skip/cut is considered an absence from class and will be added to a student’s total attendance record. Students who skip class may not be allowed to make up missed work from that class period.

LEAVING SCHOOL GROUNDS

Leaving school grounds without permission is a serious infraction of school policy. The school is responsible for your safety. Students who leave school without permission will have their parents/guardians contacted and will receive two blocks of in-school suspension. No notes or calls for dismissal will be accepted after the offense has been committed.

TRUANCY

Students who are absent from school without parent/guardian contact or note will be considered truant and receive a full day internal suspension.

School is compulsory for students under the age of 16. A student may be considered truant and court proceedings initiated when the student accumulates more than seven unexcused absences in a six-month period. (See M.G.L. CH. 76, S. 2 and S. 5.)

TARDIES

All students are to report to the office to sign in and receive a tardy slip if they are not in block 1 class by 7:50 a.m. All tardies are unexcused unless they qualify as an absence for which an excuse will be approved (see approved in absence policy). A student who arrives unexcused to school after 8:05 a.m. will be considered absent from the class and not receive credit for being present (see [Attendance](#) above). Typical unexcused tardies include sleeping late, missing a ride or bus, etc. Bad weather will occasionally be an acceptable excuse for tardiness at the administration’s discretion.

CONSEQUENCES OF UNEXCUSED TARDIES TO SCHOOL

- Fourth through sixth offense: One office detention per offense and parent/guardian notification.
- More than six offenses: A half-day internal suspension for each tardy and parent/guardian notification (or possible parent/guardian meeting). Seniors will lose senior privileges.

TARDY REFRESHMENTS

Students arriving late to school with food and/or beverages (e.g., coffee, donuts) will need to dispose of these refreshments before entering class. Students will not be allowed to enter class late with “breakfast” refreshments. After arriving at school late, students failing to attend class in a timely manner may receive a class cut detention.

EARLY DISMISSAL

A student who is dismissed must report to the Attendance Office before the end of first block to receive an early dismissal slip. All dismissal requests must come in written form from parents/guardians. Every effort should be made to arrange doctor, dentist, and other appointments after school hours. Parental dismissals that will be considered unexcused for attendance reasons include leaving early for a vacation, hair appointments, etc.

The same excuses for absences are the only excused reasons for dismissal:

- All nurse dismissals will be excused and will not count toward the credit policy.
- Unexcused dismissals, like tardies, also count toward the 10-day credit policy and will impact earning credits in classes scheduled in the latter part of the day, primarily.
- Students with unexcused dismissals from school will not be able to participate in any after-school functions that day or on the weekend for Friday dismissals.
- Dismissed students are required to show their dismissal pass to the classroom teacher at the time of the dismissal before signing out in the office and leaving through the front doors.
- When returning to school following a legitimate appointment, a professional note is required (doctor, dentist, court, etc.) to document an excused absence.

SENIOR PRIVILEGES

Seniors who have obtained eligibility may leave campus during their lunch period. The following criteria apply for eligibility:

- A Hold Harmless Agreement form must be completed and signed by parent/legal guardian and on file in our attendance office, which gives the school permission to release the student during the school day.
- The senior must be in good academic standing, meaning that they have passing grades on a quarterly basis.
- The senior must have all parking and vehicle registration on file in the attendance office, if driving.
- The senior must have all necessary health information turned in and on file in the health office.

Granting leave of campus is subject to the discretion of the building principal or designee. Reasons for revocation of senior privileges can include but are not limited to: disciplinary action, poor attendance, inclement weather, etc.

EMERGENCIES

At the emergency signal all must pass immediately to the exit designated by the notice displayed in each room. In passing from and returning to the classroom, students shall move quickly and quietly in an orderly manner. The signal to return will be given by the office over the loudspeaker.

DISCIPLINARY PROCESS

The guidelines in this handbook give an overview of the commonsense expectations for behavior. Because rules can be broken, it is important that students, parents, teachers, and the administration

agree upon the ways that these infractions will be handled and the consequences which may result. What follows is a specific listing of procedures and possible disciplinary consequences. Students and parents should further review the district's [Student Due Process Rights](#) guidelines, which include details on [Disciplining Students with Special Needs](#).

NOTIFICATION AND HEARING PROCEDURE

Pursuant to Chapter 222 of G.L. S37H3/4, school suspensions require oral notice to the student from the principal of the charges against the student and the basis for the charges, with the opportunity to respond. The principal will then notify the parent/guardian as soon as possible about the length of the suspension and the infraction committed. For short term (less than 10 days) and long term (10 days or more), oral and written notice of the infraction shall occur prior to imposing the suspension, in the language spoken in the home. Written notice of due process and the provision for an opportunity for a hearing with the school principal will occur regarding the infraction. Students have the right to appeal the decision of the school principal for long term suspensions with the superintendent of schools. The superintendent's decision is final.

(Note: This section is inapplicable to suspensions or expulsions imposed pursuant to the Education Reform Act, MA. General Laws, c.71,S37H1/2. Any appeal rights for such disciplinary action will be as provided in the statute.) Matters concerning classroom standards or requirements may be appealed to the appropriate subject matter department head and then the principal.

PROCEDURE FOR DELETION OF UNWARRANTED SUSPENSIONS FROM STUDENT RECORDS

- A parent(s)/guardian(s) or student over the age of 18 may submit a request in writing to the assistant principal to remove an unwarranted suspension. The request needs to be submitted within thirty (30) days of the suspension unless good cause is shown.
- The request needs to contain clear evidence as to why the suspension is “unwarranted”.
- The assistant principal will investigate the evidence and a written response will be provided within fifteen (15) days from receipt of the written request. All decisions of the assistant principal are final.

SEARCH AND SEIZURES

Searches and seizures of students and student property will be conducted only when such search and/or seizure is deemed necessary by the school administrator who has a reasonable suspicion that a student possesses an illegal substance or weapons and to preserve order and safety in the school. Students who fail to cooperate with administration during a search may be suspended.

DISCIPLINARY RESPONSES

SUMMARY OF TYPES OF DISCIPLINE

Ultimately, the school has a responsibility to have a meaningful and fair behavioral code in order to maintain safety, order, and discipline in the school. Types of discipline⁷ employed include the following:

- **Restorative Practices:** Restorative practice is an active process aimed to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm, and restore relationships.
- **Social Probation:** Not allowed on school grounds at specified times or to attend school-related activities.
- **Detention:**

⁷ Note that Plagiarism/Academic Misconduct violations as well as Tobacco Use have slightly different disciplinary response pathways, outlined below.

- **Teacher Assigned Detentions:** Staying with a teacher for up to 45 minutes after school. A 24-hour notice must be given to the student. Failure to attend a teacher assigned detention will result in referral to the administration.
- **Office Detentions:** 2:15-4:00 p.m. after school in a designated area on Tuesday, Wednesday, or Thursday. A 24-hour notice is required. Students are expected to do class work or remain silent in detention.
- **School (Community) Service:** Students will provide service to custodial, office, or cafeteria staff at the determination of the administration for a period of time commensurate with the infraction.
- **Suspension:**
 - **Internal Suspension:** Held for up to an entire school day or days. Students are expected to complete class assignments in order to continue to earn credits and make academic progress. Students must comply with the ISS rules successfully to be released from their consequences.
 - **External Suspension:** Short-term suspensions can be for up to ten school days. The length of the suspension is at the discretion of the administration. Suspensions of five days or more may be appealed to the principal. Long-term suspensions are for more than ten days (see [Student Due Process Rights](#).)
 -). During this process, students will have access to a school sponsored education service plan. Suspended students may not be at school or attend any school-related functions such as sporting events, concerts etc. during the period of suspension.
- **Expulsion:** Permanent removal from school.

Multiple infractions will result in progressive discipline at the discretion of the school administration. In determining the severity of a penalty, the faculty or administration will consider all relevant factors including, but not limited to:

- Student's previous discipline record.
- Severity of disruption to the educational process.
- Degree of danger to self, others, and the school in general.
- Degree to which the student is willing to change inappropriate behavior.

ALTERNATIVE REMEDIES FOR DISCIPLINARY CONSEQUENCES

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, s37H ¾ and not subject to G.L.c. 71, ss 37H and 37H ½, as discussed below, the principal or designee will consider alternative remedies to such consequences. This policy applies only to short-term or long-term suspensions, emergency removals or in-school suspensions, or expulsions that are not issued under G.L. c. 71, ss 37H and 37H ½. This policy does not apply to disciplinary consequences issued under G.L c. 71, ss 37H and 37H ½, which include assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction.

DETENTION

TEACHER ASSIGNED DETENTIONS

As a first step, any behavior deemed improper by a teacher (minor infractions) such as: insubordination, tardiness, verbal abuse, lack of respect, disruption of class, etc. follows the procedure below. Teachers are to use this time as a method of discussion (PBIS/Restorative Practices).

- To be served after school with the teacher in a room designated by that teacher.
- If a student is assigned a teacher detention and an office detention on the same day, the teacher detention takes priority. The office detention will be reassigned for the next available day by the office.
- Students will receive a 24-hour notice and will stay for regular detention the next day.

- If a student fails to report for a teacher detention, the student can be assigned to an office detention or one Saturday detention, a more serious consequence, based on the teacher referral.

OFFICE DETENTIONS

Office detentions are to be served after school in the room of the assigned teacher. Detentions may be assigned by the assistant principal, based on a teacher referral, if the student does not serve a teacher detention or if referred to the assistant principal for more severe incidents such as:

- Inappropriate or vulgar language
- Intimidation
- Horseplay
- Tardiness to school
- Inappropriate public display of affection after warning
- Other violations of school policy as determined by the administration.
- Any subsequent offenses which are serious and of a nature so as to obstruct the educational process, may be considered for progressive discipline.

OFFICE DETENTION PROCEDURE

- Office detentions are to be served after school in the assigned room primarily on Tuesday, Wednesday, and Thursday.
- Tardy detentions will be one hour in length. Other discipline detentions will be the full two hours.
- Any student absent from office detention without administration authorization may be assigned to Saturday detention or in-school suspension.
- Students are to arrive in the detention room no later than 2:15 p.m.
- No student will be permitted to leave the detention room for any reason other than for an unforeseen emergency.
- Failure to comply with detention requirements may bring an assignment of a Saturday detention or internal suspension from classes and parents may be requested to come to the school for a conference with the administration prior to readmission.
- Students in office detention are required to follow the rules of detention.
- Alternatives to detentions or internal suspension may be “worked off” by performing tasks assigned by the custodians, cafeteria staff, and/or by teachers who have prearranged a working detention with the principal.
- Students who have not served assigned office detentions will not be allowed to participate in any school related event that day including field trips, practices, after school rehearsals, games, and concerts, etc.
- Students who skip/cut their assigned detention will be assigned a one-day internal suspension and will be assigned an office detention to be served that same day as the internal suspension.

SCHOOL (COMMUNITY) SERVICE

At the discretion of the administration and with the agreement from caregivers and students, voluntary school (community) service may be used in lieu of detention(s) and/or in-school suspension. Students may be assigned to the custodial, office, and/or cafeteria staff.

SUSPENSION

IN-SCHOOL SUSPENSIONS (ISS)

Internal suspension will be assigned, in most instances, by the administration as a result of a serious or multiple offense. A student will be assigned to the ISS room by 7:50 a.m.

- Students are responsible for getting their daily assignments from their instructors before reporting to ISS. The students will be given credit for all completed assignments returned to the ISS monitor at the end of the assigned day.
- A lunch period for all ISS students will be determined by the ISS monitor.
- Students assigned internal suspension will not be allowed to participate in school events the day of the suspension. This includes assemblies and meetings, field trips, after school practices, rehearsals, games concerts, etc. Participation in Friday and weekend school events will not be allowed if serving Friday ISS.

EXTERNAL SUSPENSION

The lists below are typical of cases which can result in immediate disciplinary action. Charges may be filed and are not to be construed as limiting or restricting disciplinary action to the specific cases listed below:

- Theft.
- Leaving school property without permission during school hours.
- Fighting or otherwise assaulting anyone on school property.
- Insubordination, disobedience, disrespectful behavior toward staff.
- Willful disregard of any safety rules or other acts which endanger the student or others.
- Disregard of environmental protection practices or acts which endanger the environment.
- Participation in an illegal school stoppage.
- Defacing school property, willful or attempted property damage, or flagrant acts which result in property damage.
- Gambling on school property.
- Possessing, drinking, or being under the influence of intoxicants on school property (see controlled substance policy).
- Any actions which are inconsistent with acceptable behavior that may disrupt normal school operations, e.g., bomb scares, false "fire" alarms, etc.
- Any action which is deemed to have been a threat, or to be a threat to the health, safety, or welfare of other students or school employees.
- Directing abusive language at other persons.
- Out-of-control behavior.
- Pattern of persistent or continuous misbehavior.
- Unauthorized use of school property equipment or materials.
- Outside the school building or in any other unauthorized area without teacher or administrator approval.
- Evidence of smoking (in all its forms) in the building or on school grounds and at school events (see tobacco policy).
- Chronic school offender of minor infractions (see list under teacher and office detention).
- Targeted hate speech.
- Harassment, sexual harassment, and/or hazing (see individual policies).

Students who are externally suspended short term will have the opportunity to continue to make academic progress by completing assignments for credit.

Students with an out-of-school suspension are not permitted to participate in any school activities. However, schoolwork can be made up. Parents/guardians will be notified and should take a special interest in this matter. Students suspended on Friday will also not be able to participate in any Friday or weekend school events. Students will not be allowed to go on field trips if they have had a suspension within 15 school days of the trip and/or have not served all assigned detentions.

EXPULSION

Under provisions of the Educational Reform Act of 1993, four areas of student misconduct come under special scrutiny and call for expulsion from school by the principal if the acts occur "on school premises or at school-sponsored or school related events, including athletic games."

- Possession of a dangerous weapon, including but not limited to a gun or knife.
- Possession of a controlled substance including but not limited to marijuana, cocaine, fentanyl, and heroin.
- Assault on an administrator, teacher, instructional assistant, or other educational staff.
- In addition, a student who has been charged with a felony or is the subject of a felony delinquency complaint, on or off school property, is subject to expulsion.
- Students charged with any of these violations . . . "shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation along with the opportunity to present evidence and witnesses at the said hearing before the principal."

CONSEQUENCES FOR PLAGIARISM AND ACADEMIC MISCONDUCT

CONSEQUENCES FOR CHEATING

FIRST OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Student will receive a zero grade for assignment.
- An incident report will be filed in the Assistant Principal's Office.

SECOND OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Meeting with student, parent/guardian, and the assistant principal.
- Student will receive two zero grades.
- An incident report will be filed in the Assistant Principal's Office.

THIRD OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Meeting with student, parent/guardian, and the assistant principal.
- Student will receive a failing grade for the quarter.
- An incident report will be filed in the Assistant Principal's Office.

CONSEQUENCES FOR OTHER FORMS OF ACADEMY MISCONDUCT

Including Plagiarism, Multiple Submission, False Data, Internet Resources and Use of Artificial Intelligence (Ai) Generated Content.

FIRST OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Student will receive a zero grade for assignment.

- Student will have the opportunity to re-do assignment within a designated time frame and averaged in with a zero grade.
- An incident report will be filed in the Assistant Principal's Office for the duration of the student's enrollment at Frontier Regional School.

SECOND OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Meeting with student, parent/guardian, and assistant principal.
- Student will receive a zero grade for assignment.
- An incident report will be filed in the Assistant Principal's Office

THIRD OFFENSE

- Notify student and parent/guardian of the alleged offense.
- Meeting with student, parent/guardian, and the assistant principal.
- Student will receive a failing grade for quarter.
- An incident report will be filed in the Assistant Principal's Office.

APPEALS PROCESS

Students and/or their parents/guardians have the right of appeal by submitting their position in writing to the assistant principal. A review committee composed of the assistant principal, a guidance counselor, and a department chair or teacher from the academic area where the offense occurred will consider the appeal.

The review committee will respond within seven days by sending their decision to the student's home address(es) via mail.

The student and/or their parents/guardians will have seven days from the date of notification for an appeal to the superintendent of schools. The final appeal decision rests with the superintendent.

CONSEQUENCES FOR TOBACCO USE

Prohibited use of tobacco is primarily address as a health issue, with a slightly different approach to disciplinary consequences. Violations of the Tobacco Use policy result in the following consequences:

FIRST OFFENSE

- Office detention
- Parent/guardian notification
- Meeting with the school nurse to discuss tobacco use, view a video on the hazards of tobacco, and submit a one-page summary report to the nurse. Failure to attend the nurse meeting or submit a written summary will result in a three-day internal suspension.
- Notification to the athletic director and MIAA sanctions (if applicable).

SECOND OFFENSE

- In-school suspension
- Parent/guardian notification
- Meeting with the school nurse for a tobacco education service-based project. Failure to complete the project by the due date will result in three additional days of internal suspension.
- Notification to the athletic director and MIAA sanctions (if applicable).

THIRD OFFENSE AND THEREAFTER:

- In-school suspension
- Meeting with parents/guardians, students, and school administration.

- Notification to athletic director and MIAA sanctions (if applicable).

Students found smoking or using tobacco products in the building pose a danger to the health of others, and in addition to the above, may receive an external suspension of one day.

A visitor who violates the tobacco policy will be given a verbal warning and may be asked to leave the school property.

HEALTH SERVICES

While parents/guardians have primary responsibility for the health and welfare of their children, The Frontier school nurse is available for the following:

- First aid and illness assessment.
- Initial emergency care.
- Medication administration.
- Treatments, procedures, and mandated screenings.
- Act as a health resource for students, parents, and staff.
- Maintain student health records, including at a minimum medical history, immunizations, physical examinations, screening results, and emergency information.

The school nurse also helps to identify health care and social needs (including culturally responsive care), makes appropriate referrals, attends IEP and 504 meetings if a health issue is involved, and serves on committees.

For additional details on FRSU38 health services and policies, see [FRSU38 District-Wide Health Policies](#).

HEALTH OFFICE PASS REQUIREMENTS

Students must obtain a pass from a teacher or adult supervisor before going to the Health Office. This requirement is waived in case of an emergency. Generally, students are seen on a “first come, first served basis” unless an emergency takes priority.

Students are expected to wait quietly and act appropriately while waiting to be seen by the nurse.

If the nurse determines that a student needs to be dismissed, the nurse will call the parent/guardian or emergency contact to notify them and to arrange transportation home.

The nurse will issue a Dismissal Slip for Medical Reasons to the student. The slip needs to be brought to the Attendance Office before the student leaves the building. No student will be dismissed unless a parent or emergency contact can be reached.

DISTRICT-WIDE POLICIES (FOR ALL FRSU38 SCHOOLS)

FRSU38 DISTRICT-WIDE HEALTH POLICIES

The goal of the School Health Program is to maintain and enhance the optimum level of physical and emotional health of every student. Parents have the prime responsibility for the health and welfare of their children. The school has the responsibility of assisting parents in building and maintaining the highest possible level of health for each student. Services required by the Massachusetts Department of Public Health include immunization and physical exam monitoring, vision screening, hearing screening, height and weight measurements, scoliosis screening, and maintenance of health records.

HEALTH OFFICE HOURS

The Frontier Regional and Union 38 Schools health offices are typically open from 8:15 a.m. to 3:15 p.m. each school day. Parents are asked to call the Health Office or Main Office directly to report a child's absence from school due to illness. Please do not email the teacher. If the school does not receive a phone call, the school will call home to follow-up.

HEALTH SERVICE TEAM

The School Health Services team is composed of a school physician, a nurse leader, certified school nurses, registered nurses, and licensed practical nurses. The school physician is available on a scheduled basis as an advisor for the overall school health program, for consultation, and preventative health programs. A nurse is on duty during regular school hours to meet the needs of children and staff.

PARENT/GUARDIAN RESPONSIBILITIES

Please notify the school nurse if there are any changes in your child's health, if your child will be out of school for an extended period of time, or if your child has a contagious disease (we may need to take precautions to protect the health of others).

Please complete and return the Student Medical Information Form (SMIF) that is sent home at the beginning of each school year. It is extremely important that this form be completed fully and returned to the school nurse. This information is essential to the nurse so that there is an accurate and current picture of your child's health status and so that parents and guardians can be contacted in the event that your child is ill or injured. This form is required for students to participate in sports, clubs, field trips and senior privileges.

REQUIREMENTS FOR STUDENTS

EMERGENCY FORMS

Emergency data forms are to be completed by parents/guardians at the start of **each** school year. Required information includes home address, telephone number, parent/guardian work numbers, and whom to contact in an emergency. It is extremely important that the information on the form be filled in accurately, kept up-to-date and signed by a parent or guardian. There must be a way of reaching alternate persons to notify in cases of emergency if the parent/guardian cannot be reached. Please be sure that the person(s) you name is willing and able to serve in this capacity. Please use a local person.

The emergency data form also includes parent permission for specific over the counter (OTC) medications, for which we have standing orders from our school physician.

PHYSICAL EXAMINATIONS

Massachusetts state law mandates that all transferring or newly entering students must have submitted a signed physical exam form to the school's Health Office before admission to school. A report of complete physical examination including an up-to-date record of immunizations is required. Physical examinations performed within six months of the opening of school will meet this requirement.

The Massachusetts Department of Public Health recommends that students get a complete physical at least every three to four years after their initial entry into school for the first time.

In the Frontier Regional and Union 38 schools, physical examinations are required. Physical examinations must be conducted by a licensed medical doctor, nurse practitioner, or physician assistant.

Documentation of the examination should be submitted to the health office prior to entering school; the documentation should include the date the exam was conducted, a statement regarding a general assessment of health, unusual findings or chronic health problems, treatments or medication administrations to be carried out in school, and any limitations to usual school activities.

- Pre-K students must submit a physical exam form stating that they have had a complete physical within a year of entering school.
- Physical exams are required before beginning kindergarten, second grade, and fifth grade.
- Physical exams are required within one year prior to school enrollment or 30 days after school starts, and every four years thereafter.
- To participate in middle and high school sports, a physical exam must be completed within 13 months to the day of the exam in order to be eligible. A report of this exam must be on file in the nurse's office in order for your child to participate.

Medical forms to be completed by parents and physicians are available at the school's Main Office.

Physical exams are no longer provided by school physicians at the schools. If students do not have health insurance and/or a health care provider, please call the school nurse for assistance.

IMMUNIZATIONS

Massachusetts state law requires students to have proper immunizations in order to enter school, except as instructed by a physician due to a health condition or sincere conflicts in religious beliefs.

Parents/guardians are expected to see that their children have the required immunizations. Written validation from a medical doctor must be provided at registration verifying the immunization record. The required immunizations include:

- **DPT:** Five doses, unless the fourth dose has been administered after the fourth birthday, in which case only four doses are required.
- **Td:** A booster of Td vaccine is required for students entering the seventh grade if it is five years or more since the last dose.
- **Polio:** Four doses of trivalent polio vaccine (unless the third dose of an all oral vaccine or all inactivated polio vaccine has been administered after the fourth birthday, in which case only three doses are required).
- **MMR:** Two doses of vaccine.
 - One dose of vaccine given at or after 12 months of age.
 - A second dose of a live, measles-containing vaccine is required at least one month after the first dose.
- **Varicella or Proof of Chickenpox:** One dose of varicella vaccine is required for all students receiving vaccine at less than 13 years of age; two doses are required for students receiving their first dose of vaccine at 13 years of age or older. Proof of chicken pox can be laboratory evidence of immunity or documentation from a health care provider.
- **Hepatitis B:** Three doses.

- Hib (for preschool students).

The school nurse can provide the appropriate forms to complete.

It is also required that all preschool children be screened for lead poisoning. Documented evidence of lead screening must be submitted prior to entrance to preschool or kindergarten.

Immunization exemptions are granted if documentation is provided that states that immunizations conflict with religious beliefs or that there is a medical contraindication.

If a parent/guardian is claiming a medical or religious exemption⁸ from this requirement, an exemption request must be made in writing. All medical exemptions must be supported by a healthcare provider. Sufficient information must be provided for both types of exemptions, so that the administration may make a judgment as to the validity of the claimed exemption. Any student with medical or religious exemptions may be subject to exclusion from school if there is an outbreak of a specific disease.

Children will not be admitted to kindergarten without verification of immunization status and lead screening. Other children enrolling in the Frontier Regional and Union 38 Districts in grades 1 through 12 must submit verification of immunization at the time of registration.

MANAGING ILLNESS, MEDICATION, & ALLERGIES

WHEN SHOULD YOUR CHILD STAY HOME FROM SCHOOL?

- If your child has a fever of 100 degrees or higher, please keep your child home for 24 hours after the fever is down.
- If your child is experiencing vomiting and/or diarrhea, they should be kept at home until symptoms have resolved for at least 12 hours and they are able to keep down food and liquid.
- If your child has a contagious illness such as strep throat, flu, or chicken pox.
- If a student is on antibiotics, they are to remain home for the first 24 hours.
- If your child has a persistent cough.

ILLNESS AT HOME

It is expected that a child will remain at home when they are ill. When in doubt, a parent/guardian should keep the child out of school. Parents/guardians are asked to call the Nurse's Office directly to report a child's absence from school due to illness or injury.

Parents/guardians should immediately report any contagious illness or condition to the school nurse. The nurse will determine when the child can return to school. When the child returns to school following a contagious illness, the child needs to check in with the school nurse. A 24-hour waiting period is required before a child can return to school after the onset of antibiotic treatment. It is essential that children with a temperature of over 100° stay home and return to school only after having been without fever for 24 hours.

On a note explaining your child's absence, please indicate the specific illness your child experienced. This information is necessary for the school nurse to complete periodic health reports. Please also inform the

⁸ Massachusetts Department of Public Health sets entry into school immunization requirements. No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, and poliomyelitis and such other communicable diseases as may be specified from time to time by the department of public health.

A child shall be admitted to school upon certification by a physician that he has personally examined such child and that in his opinion the physical condition of the child is such that his health would be endangered by such vaccination or by any of such immunizations. Such certification shall be submitted at the beginning of each school year to the physician in charge of the school health program. If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the Department of Public Health, whose decision will be final.

school nurse and teaching staff of instructions for follow-up care that may need to be provided. **If your child has received any medication prior to coming to school, please notify the nurse.**

SICKNESS AND ACCIDENTS AT SCHOOL

If a student is sick or has a serious accident in school, the school will contact the parent/guardian. It is the responsibility of the parent/guardian to take the student home and arrange for needed medical attention. The school will administer first aid only. Parents/guardians are asked to pick up their children.

It is sometimes difficult to assess how a child looks or feels in the morning, and many children will go to school well but develop an illness during the day. For the child's sake, as well as for the sake of others, please keep a student home if they are not well. Examples of illnesses which should keep the child at home include:

- conjunctivitis (pink eye) (may return to school after treatment has started)
- fever (over 100 degrees orally) as a symptom
- significant headache or stomachache
- diarrhea or vomiting within the past 24 hours
- impetigo (may return to school after treatment has started)
- earache, runny nose, cough and/or sore throat (if these symptoms interfere with a student's participation at school)

MEDICATION POLICY

Prescription medications can be given during school hours if the school nurse has a health care provider's order and a signed parental permission form. Please ask the school nurse for the appropriate forms. Medication must be delivered to the school in a pharmacy- or manufacturer-labeled container by a parent, guardian, or a responsible adult. Students are not allowed to bring medication to school.

All medications are to be kept in the Nurse's Office unless a student is authorized to "self-administer" and carry his or her own medication.

In order for a student to "self-administer" medication at school the following conditions must be met:

- The health care provider provides written permission.
- The parent/guardian signs a consent form.
- The nurse agrees that it is safe for the student to self-administer. The final decision rests with the nurse.

The administration of medication to students by the school health staff should take place only if the student's health would be jeopardized without it. No initial dose will be given in school. A signed and dated consent form by the parent/guardian and prescribing health care provider authorizing the administration of the medicine during school hours must be presented to the Health Office staff.

If a child requires medication during school hours, the school nurse, under the following guidelines (some of which are required by state law) will supervise it.

- All medications (prescription and non-prescription) must be supplied in the original pharmacy container, including the student's name, the health care provider's name, the name of the medicine, the dose, the time of day and the dates to be administered. Medications must be accompanied by written instructions by a physician.
- All medicines must be kept in the Health Office, except for inhalers, EpiPens, and diabetic supplies which may be carried by the student; these particular medications also require written permission from the parent/guardian, health care provider, and school nurse, which will be kept on file in the Health Office.
- Parents/guardians must sign the appropriate administration permission forms.
- Medications prescribed three times a day should be given at home, if possible (e.g., antibiotics).

- In the event of a field trip, the school nurse will delegate and train an appropriate person to administer the medication.
- A responsible adult must bring medication to school. (Medications cannot be delivered by students.)
- Medications must be picked up by an adult on the last day of school; unclaimed medicine is discarded 30 days after the last day of school.

It is the student's responsibility to come to the Health Office at the prescribed time. Medication must be hand delivered by an adult to the nurse in order for that medicine to be dispensed to a student. The district does not keep stock supplies of medication, except for emergency situations. Please see the nurse at school for consent and order forms along with clarification of these policies. **No medication will be administered without a doctor's order.**

ALLERGY AWARENESS

The Frontier Regional and Union 38 schools provide a safe and healthy environment for our students and staff at school to the extent reasonably possible. Students identified with life-threatening allergies will be provided for as medically necessary in the school environment. School guidelines help reduce exposure to allergens to the best of our ability, knowing that we can be allergen-aware, not allergen free, and to follow established procedures to treat allergic reactions.

A student identified as having a life-threatening allergy must have a written statement clearly documenting the allergy from their health care provider/allergy specialist along with a written medication order, and parent/guardian consent for required interventions and medication. The School will provide training to educate staff in the management of life-threatening allergies.

No student shall be discriminated against or excluded from school activities based on their life-threatening allergy except as permitted under the regulations and guidance pursuant to Section 504 and Title II of the Americans with Disabilities Act.

HEALTH SCREENINGS & RECOMMENDATIONS

HEIGHT AND WEIGHT

Massachusetts General Law, Chapter 71, Section 57 and CMR 200.500 mandates that students in grades 1, 4, 7, and 10 be measured for height and weight annually in our Body Mass Index (BMI) Screening Program.

DENTAL EXAMINATIONS

It is requested that all kindergarten students have a dental examination by a licensed dentist before entering school. However, a basic examination will be provided by a dental professional with parent/guardian permission. This exam is not a substitute for a complete examination provided by a licensed dentist.

Families are encouraged to have their students visit a dentist regularly and follow recommendations for a preventative dental health program.

VISION AND HEARING SCREENINGS

The school nurse will perform screenings for visual and hearing difficulties on all students. These are strictly screenings, not diagnostic exams. If the child has difficulty meeting state standards on these screenings, the parent/guardian will be notified by letter. A letter will accompany this notice to the doctor of the parent/guardian's choice. The child's physician should then complete a special portion of this letter and return it to the school.

POSTURAL SCREENING

Postural (scoliosis) screening, also known as screening for spinal curvature, is performed annually by the school nurse on students in grades 5 through 9. The best prevention of spinal curvature is early detection. Exemption from this screening is allowed if written notice from the parent/guardian is received.

PEDICULOSIS CHECKS (HEAD LICE SCREENING)

The school nurse conducts pediculosis checks on an as needed basis. Head lice spreads quickly and easily in the school setting. We encourage parents to call the school nurse to inform them of exposure to head lice so we can prevent transmission to other students.

When head lice or nits are found, the student should be treated at home. Head lice are very contagious and quickly spread unless treated. A student's head should be checked regularly, especially if an itchy scalp is noted. Eggs are commonly found in the hair around the ears, the back of the neck and at the crown of the head. All family members and close contacts should be examined and treated as needed. The nurse will provide the necessary information needed to deal successfully with this problem. The student is advised to report to the nurse before returning to class.

OPTIONAL SERVICES FOR STUDENTS & FAMILIES

SCHOOL INSURANCE PLAN

Since accidents of all sorts do happen to active children, the school district contracts each year with an insurance company to make available to parents/guardians inexpensive accident insurance for their children. This is entirely voluntary and is offered as a value-added service to our school community.

These policies cover accidents only, not illness. In the event of an accidental injury these inexpensive policies could supplement a family's existing health insurance by covering deductibles and co-pays. For many families without health insurance or adequate insurance this voluntary coverage would become primary. More information about the insurance will be sent home with your child and/or can be requested through the central office.

FLUORIDE RINSE PROGRAM

Union 38 schools offer a fluoride rinse program to all students in grades 1-6. The Division of Dental Health within the Massachusetts Department of Health funds this entire program. The fluoride rinse adds further protection against cavities, and the state recommends this as part of a child's dental health plan. Participation is voluntary. Permission forms are sent to parents/guardians requiring permission for their child to participate in the program.

AUTOMATED EXTERNAL DEFIBRILLATOR POLICY (AED)

The Automated External Defibrillator will enable predetermined responders in the Frontier Regional and Union 38 School Districts to deliver early defibrillation to victims in the first critical moments after a sudden cardiac arrest. Responders' use of the AED should not replace the care provided by emergency medical service providers but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support to arrive. Upon arrival of EMS providers, patient care should be transferred to them.

The purpose of this policy is to establish and formalize the standard operating guidelines that are required by the Massachusetts Department of Public Health in order for the Frontier Regional and Union 38 School District Health Services to have, maintain, and utilize an Automated External Defibrillator (AED). The protocols include a memorandum of understanding with the AED Director and Emergency Department at Franklin Medical Center as well as letters of notification to Conway, Deerfield, Sunderland, and Whately's Emergency Response, Fire Departments, and Police Departments. The protocol must identify the area medical director, the towns' emergency response liaisons, the school district's AED coordinator, all regulatory and paperwork requirements, appropriate maintenance, storage and use, and periodic training.

Under the Commonwealth of Massachusetts, persons who provide AED emergency services in accordance with their training shall not be liable other than for gross negligence or willful misconduct resulting from the rendering of the service.

STUDENT SUPPORT

STUDENT SUPPORT TEAMS

PURPOSE OF SST

The Student Support Team (SST) is part of the regular education process and is designed to assist classroom teachers who seek advice for academic, social, emotional, and/or behavioral concerns for one of their students. The process promotes collegial work to improve learning outcomes for students. It involves a team approach to discuss concerns, brainstorm possible solutions, and assist the teacher, interventionist(s), and/or other related service provider(s) to determine the accommodations/interventions that best fit the student's needs. The SST may recommend additional screenings and evaluations for the student. Follow-up SST meetings are scheduled to review how the accommodations/interventions are working, brainstorm other ideas if necessary, and/or to make recommendations for further actions or evaluations. Parents/guardians may be included in this process and are typically invited to the follow-up meeting (after the initial meeting). The referring teacher will inform the parents/guardians of the SST process prior to the initial meeting and provide a summary of outcomes, actions steps, and resources.

Student Support Team members may include:

- Team chair (determined by building)
- Referring teacher
- Assistant principal/building administrator
- Grade-level special education staff
- Reading specialist
- Math interventionist
- School adjustment counselor
- School psychologist
- Previous school year classroom teacher
- Related service providers (OT, PT, SLP)
- Behavior specialist
- Specialist teacher (Art, PE, Music, etc.)
- ELL teacher
- Other support personnel requested by referring teacher

SECTION 504 SERVICES

Some students with disabilities may be entitled to services and other accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must:

- Have a physical or mental impairment that substantially limits one or more major life activities (major life activities include: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working).
- OR have a record of such impairment
- OR be regarded as having such impairment.

In the case of qualification under physical or mental impairment that substantially limits one or more major life activities, the determination of such qualification shall be made by a team of persons knowledgeable about the disability and/or the student.

A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504.

The school district has specific responsibilities under Section 504, which include identifying, evaluating, and providing access to appropriate educational services to any child who is determined to be eligible under Section 504. A 504 plan lists all necessary accommodations for a student with such a handicap to be successful. Our school psychologist coordinates the 504 plans and conducts annual meetings to review all 504s.

A complete copy of the Parent's/Guardian's Procedural Rights under Section 504 may be obtained from the principal's office or from the student services office, located in the central office in the Frontier Middle School building.

PROCESS FOR FILING A SECTION 504 COMPLAINT

The best solutions to parent/guardian concerns occur at the school level. Therefore, the first step in resolving a complaint involves the parent/guardian working with the building principal or designee to reach a joint resolution of the issue. Should the issue remain unresolved and the parent/guardian desires to file a 504 complaint, the following steps can be taken:

- Parent/guardian completes and submits a Section 504 Complaint Form to principal or school designee. The form can be obtained in the main office of your child's school.
- Principal or designee reviews complaint and attempts to facilitate resolution of the concern. If the concern is not resolved at the school level the parent/guardian can forward a copy of the complaint to the administrator in charge of Section 504 for the district.
- The administrator in charge of Section 504 for the district will review the concern and decide whether to reopen mediation or issue a written decision.
- Should the parent/guardian not be satisfied with the decision made at the district level, the superintendent or designee reviews the decision to determine if all district policy, Section 504 guidelines and procedures were followed. Adjustments to the decision will be made if needed.
- If the concern is not resolved, parents have the option of filing a complaint with the Massachusetts Bureau of Special Education Appeals (BSEA) or the United States Office of Civil Rights (OCR)

The Office of Civil Rights (OCR) is the federal agency responsible for enforcing Section 504 compliance. While it is highly recommended that all parties begin resolution of issues as described above, parents and guardians always have the right to initiate a complaint with OCR or to involve OCR at any time during the complaint process.

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921
OCR.Boston@ed.gov
(617) 289-0111
Fax: (617) 289-0150
TDD: (617) 223-9695

Bureau of Special Education Appeals
75 Pleasant Street
Malden, MA 02148
sea@doe.mass.edu
(781) 338-6400
Fax: (781) 338-3398

SPECIAL EDUCATION—CHAPTER 766 (FOR INDIVIDUAL EDUCATION PLANS)

Chapter 766 refers to a State Law that guarantees public education for school age children regardless of any handicap they may have. These needs may be specific learning disabilities, physical handicaps, or behavioral disorders. State guidelines for eligibility for special education services are quite specific.

If a parent/guardian thinks a child may have a special need, they should first consult with the child's teacher. The teacher may in turn consult with the Child Study Team. Evaluations and assessments of the

child's specific needs may then be recommended. If a child is determined to need special educational services, an Educational Plan is developed by members of the Special Education Team, the teacher, the principal, the school psychologist, and any pertinent specialists. This team is responsible for preparing an Individual Educational Plan for the child, and for meeting at least once a year to review the child's progress, evaluate the plan, and make suggested changes in the plan. Parents/guardians can obtain additional information through the school's main office.

SPECIAL EDUCATION

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education is provided by the district at no cost to parents. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for a special education evaluation at any time. An evaluation shall be completed upon written consent of the parent/guardian and shall be conducted in accordance with state and federal law. A complete copy of the parent/guardian's Procedural Safeguards may be obtained from the Principal's Office or from the Student Services Office.

In the 1970's only a relatively small number of children with disabilities were educated in public schools. Enacted in 1975, the Individuals with Disabilities Education Act (IDEA) requires schools provide individualized or special education for children with qualifying disabilities. IDEA sets forth specific guidelines regarding Free and Appropriate Public Education (FAPE). IDEA requires that all children be provided FAPE and requires that education occur in the least restrictive environment.

OBSERVATION OF SPECIAL EDUCATION PROGRAMS

All observers are required to complete the Visitor Confidentiality Agreement prior to the observation.

- Parent/guardian requests to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the special education director or designee and/or principal.
- The special education director or designee shall contact the parent/guardian for initial scheduling conversation within five days of receipt of the request.
- When a parent/guardian requests an observation of a special needs student or program, the special education director or designee will seek approval from the director of special education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
- The special education director or designee and/or principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
- The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation, but typically occur within one and two hour blocks. The start and end time of observation periods and a schedule of observation periods will be stated in advance. To minimize classroom or student disruption, the length of individual observation periods may be limited.
- If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
- The number of observers at any one time may be limited.
- The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
- The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.

- The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform their contractual job duties.
- The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. If removal is not possible the observer may be asked to sign a non-disclosure agreement.
- A school administrator or designee will also observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian(s) prior to any follow-up TEAM meeting.

In addition:

- The districts may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few of days of the school year, as times when observations may not be scheduled.
- The districts may condition observation of any of its programs when necessary to protect a.) the safety of the children in the program b.) the integrity of the program and c.) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.
- The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed.

Please refer to the Observation Law and DESE Special Education Advisory for technical reference at http://www.doe.mass.edu/sped/advisories/09_2.html and <http://www.mass.gov/legis/laws/seslaw08/sl080363.htm>

VIDEO/AUDIO TAPING OF TEAM MEETINGS

Tape recording of TEAM meetings is not permitted unless tape recording of a TEAM meeting is the only reasonable accommodation for a documented disability or the limited English proficiency of any participant in the TEAM meeting where the documented disability or limited English proficiency prevents that participant from fully understanding or participating in the team process without the use of tape recording. This would apply to the parent/guardian/educational surrogate, student, a person invited to the TEAM meeting, such as a consultant or evaluator, as well as service providers, attorneys for the district or parent/guardian/educational surrogate/student, or advocates for the parent/guardian/educational surrogate/student. The person requesting the accommodation must contact the TEAM chairperson at least two school days prior to the TEAM meeting to request the accommodation. Documentation related to the claimed need for an accommodation must be provided at that time.

Documentation of a disability or the limited English proficiency (if not obvious) should identify the impairment and how the impairment affects the parent/guardian/educational surrogate/adult student in an environment like a TEAM meeting. Further documentation, or oral or written information, may be requested by the district if the initial documentation is insufficient for the district to make a determination. Once adequate documentation is received, as determined by the district, the district will engage in the interactive process. As a result of the request and the interactive process, the district may choose to provide a different accommodation. If the district determines that

- the impairment is not a disability, or there is no limited English proficiency, or
- taping is not permitted and a different accommodation will be provided, then the person requesting the accommodation of taping the TEAM meeting will be provided a copy of the District's Section 504 statement of procedural rights and/or complaint procedure and civil rights complaint procedure which the person may utilize in order to challenge the determination that taping is not permitted.

HOMELESSNESS

As part of the No Child Left Behind legislation, the McKinney-Vento Homeless Assistance Act was reauthorized. The purpose of this Act is to ensure educational rights and protections for children and youth experiencing homelessness.

- Homeless students must be provided with access to the same free, appropriate public education that is provided to other children and youth.
- Homeless students have the right to either remain in their school of origin or to attend school where they are temporarily residing.
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.
- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them. McKinney-Vento is a federal law, the requirements of which override the immunization laws of Massachusetts. If a homeless child arrives lacking immunizations or medical records, the parent/guardian will be referred to the district's liaison, who has the responsibility to obtain relevant academic records, immunizations, or medical records and to ensure that homeless students are attending school while the records are obtained.
- If a homeless student arrives without records, the school district's designated homeless education liaison must assist the family and contact the previously attended school system to obtain the required records.

McKinney-Vento permits homeless students to remain in their school of origin, despite their residential instability, and to receive transportation services that will help provide educational stability. Transportation is to be arranged as follows:

- If the homeless student continues to live in the area served by the district in which the school is located, that district must provide or arrange transportation.
- If the homeless student moves to an area served by another district, though continuing their education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin.
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

McKinney-Vento also requires that school districts ensure that homeless children and youth are able to participate in federal, state or local food programs.

The determination for eligibility for free meal benefits is flexible, allowing benefits to be made available to homeless students as soon as possible.

- To expedite delivery of meal benefits, the district will accept documentation that students are homeless from the liaison or homeless shelter director.
- In lieu of normal documentation substantiating free meal eligibility, schools may simply have the child's name, effective date, and signature of the liaison or homeless shelter liaison. (If, at some point, the child is no longer homeless, the household must be provided with an application for free/reduced price meals.)
- A child or family may temporarily reside with another household and still be considered homeless under the definitions of homeless. In this case, the household size and income of the host family are not taken into consideration in determining the free meal eligibility for the children.

If a host family applies for free and reduced-price meals for their own children, the host family may include the homeless family as household members if the host family provides financial support to the homeless individuals. Any income received by the homeless family must also be included.

TECHNOLOGY GUIDELINES

STUDENT CELLPHONE USE

Students are not allowed to use cellphones and/or watches with texting/calling capability during the academic school day (which includes field trips). When parents/guardians request that a child bring a cellphone, the phone must be left in their backpack or given to the teacher. Teachers will collect any cellphones that they find students using and keep them until the end of the day.

FRSU38 TECHNOLOGY WEBSITE FOR FAMILIES

FRSU38 maintains a central website with links to key technologies for students and Families: [FRSU38 Family Tech Center](#).

COMPUTER AND NETWORK USE FOR FRANKLIN/HAMPSHIRE COUNTY SCHOOLS

This document is a joint effort of the Franklin and Hampshire County public schools, adopted by the school superintendents and technology coordinators/administrators for the purpose of guiding appropriate use of technology in education. The electronic resources at the public schools in Franklin and Hampshire County are provided by and in consonance with their mission to:

- Improve education for all students through access to unique resources and partnerships.
- Improve learning and teaching through research, teacher training, collaboration and distribution of successful education practices, methods, and materials.

In addition, we seek to ensure a healthy and appropriate use of technology resources by making provisions for:

- Prevention of access by users to inappropriate matter on the Internet.
- The safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Prevention of unauthorized access, including “hacking” and other unlawful activities.
- Prevention of unauthorized disclosure, use and dissemination of personal information regarding minors.
- The design of measures to restrict minors’ access to harmful materials.
- Prevention of any and all inappropriate or illegal use.

Our electronic resources—including, but not limited to, computers and Internet access—allow users access to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy, and are intended solely for educational purposes. Every user has the responsibility to respect the rights of every other user in our school communities and on the Internet. Users are required to conduct themselves in a responsible, ethical, and legal manner, in accordance with both school and district policies, rules, regulations and guidelines and the laws of the Commonwealth of Massachusetts and the United States.

The potential exists, outside the school/district network, for users to access inappropriate material. A user may intentionally or innocently access material inconsistent with our educational purpose and policies. While violations of school/district policy are cause for concern, we maintain the educational advantages of

using the technology outweigh the disadvantages. It is the burden of parents and guardians to establish standards of use of electronic media consistent with school/district policy and to ensure that users comply with established policy. We respect each family's decision whether their child should or should not have access to the Internet. Parents/guardians should notify the school in writing if they do not want the student to use the Internet. The use of electronic resources is at the discretion of the schools/districts according to their individual electronic policy.

The following explains our common policies for acceptable use of the schools' and districts' technology. Policies specific to individual schools and districts are at the end of this document. Use of computer networks and the Internet are revocable privileges dependent upon compliance with school/district policy and these procedures. A user's failure to comply with policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action up to and including termination or expulsion.

GENERAL PROVISIONS

The greater Hampshire and Franklin County schools have established certain protocols to ensure the safety of our school communities, the security of computer networks, and compliance with applicable law. All users should be aware of the following provisions:

- **Network and Internet monitoring.** Most schools and/or their vendors have software and systems in place that monitor and record all Internet usage. Most security systems are capable of recording each website visit, chat, newsgroup, e-mail message, and file transfer into and out of our internal networks for each user. We reserve the right to intermittently monitor Internet traffic and other usage of electronic resources, for instance, by tracking destination URLs of individual users. Users should have no expectation of privacy when browsing the web, sending or receiving e-mail, or using other electronic resources.
- **Filtering in accordance with the Children's Internet Protection Act (CIPA),** passed by the U.S. Legislature in January 2001 (Public Law 106-554). Our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. Our schools and districts certify that a policy of Internet safety and technology protection measures shall be enforced. Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, child pornographic, or harmful to minors. In compliance with CIPA, our schools and districts shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users.

Users should be aware that filtering software will not block ALL inappropriate websites. Users shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action. Filtering software may be temporarily disabled for users age 18 and over by a technology administrator for educational research purposes.

Our schools and districts cannot be held responsible for misuse of material downloaded from any online service, or for inappropriate or sexually explicit material being obtained through the network.

USER-SPECIFIC PROVISIONS

ALL USERS (STUDENTS, ADMINISTRATORS, STAFF AND FACULTY) SHALL NOT:

- Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
- Access, download, display, transmit, produce, generate, copy, or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.
- Degrade, damage, or disrupt equipment or system/network performance (for example excessive bandwidth use that disrupts the network for other users).

- Gain unauthorized access to network resources.
- Permit or authorize any other person to use their name or login password.
- Use an account of any other person or vandalize another user's data.
- Waste electronic storage space by saving unnecessary files or programs.
- Download, install, load, or use programs without written permission of the technology coordinator/administrator.
- Use school resources for personal commercial purposes or for political lobbying.
- Use inappropriate, offensive, foul, or abusive language.
- Harass or annoy any other party with obscene, libelous, threatening, or anonymous messages, objectionable information, images, or language.
- Forward chain letters.
- Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community (see number five below in the section "Students, staff and faculty must").
- Knowingly make use of pirated software or violate software licensing agreements.
- Engage in the practice of "hacking" or knowingly engage in any other illegal activity using the network.
- Engage in any conduct which constitutes cyber-bullying as defined by the Districts' Anti-Bullying Policy.
- Engage in any other inappropriate use of the system.

STUDENTS, STAFF AND FACULTY MUST:

- Use the Internet and other electronic resources only for legitimate educational purposes.
- Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
- Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.
- Avoid bulk emailing.
- Forward all emails of broad interest, such as virus alerts, to a technology administrator for appropriate distribution to the entire school community.
- Treat all computer areas and equipment with the utmost care and respect.
- Abide by this procedure and specific school policy.

STUDENTS

Students may access the Internet only with adult supervision and must notify a teacher or technology instructor immediately if they come across inappropriate content. In addition, students may not use the Internet to give out personal information (such as a home address, telephone number, or picture) about themselves or other students. Student use of electronic resources is restricted to teacher-approved projects and research.

SOFTWARE/HARDWARE AND BACKUP

SOFTWARE

All technology purchases, software and hardware, must be approved by the director of information systems. All software purchases must be made according to the procedures outlined in the document, Instructional Software Purchase Procedures, available from the Information Systems Department.

SUPPORTED SOFTWARE

Software which the district has standardized will be given priority in terms of installation, troubleshooting, and training. A list of standardized and supported software, and other software owned by the district, will

be updated from time to time and made available for viewing at a location designated by the superintendent, principal, or technology administrator or their designated agent.

OTHER SOFTWARE

Installation, troubleshooting, and training for all other software used by faculty, staff, and students will be supported as time permits. Software to be used in the curriculum or in a lab environment must be purchased in “lab packs” of sufficient quantities to account for the greatest number of simultaneous users or as site licenses, and must be owned by the school/district. Single copies of software are considered evaluation copies and will not be supported, installed on multiple computers, or made available from the network to multiple computers.

UNSUPPORTED DATA, MEDIA, AND SOFTWARE

Software which makes the computers and network harder to maintain and support and which offers little or no benefit over comparable software will not be supported. Do not install software, including downloaded freeware or shareware, on any computer. The technology coordinator/administrator reserves the right to uninstall unsupported media or reimage any computer as necessary. No personal data or files are to be stored on the local hard drive of any computer. Please store data and files in your home directory.

DATA STORAGE AND BACKUP

The technology coordinator/administrator has the right to reimage any computer as necessary. No personal data or files should be stored on the local machine. The school/district makes every effort to run regular backups on data and email hosted on its systems and networks, however, it cannot guarantee that in the event of data loss or catastrophic failure all information will be recovered.

HARDWARE

USE OF EQUIPMENT OTHER THAN THAT OWNED BY THE SCHOOL/DISTRICT

- The school/district does not support equipment brought in from the outside by any user.
- The technology coordinator/administrator has the right to confiscate any outside equipment that interferes with operation of the system/network.
- The school/district is not responsible for damage to or loss of equipment brought in from the outside.
- Permission to set up any outside equipment on school premises must be given in advance by the technology coordinator/administrator or their designated agent.
- Permission must be granted for use of electronic devices not owned or provided by the school/district.

WIRING OF NETWORK DEVICES

Any wiring of computers and peripherals must be done in accordance with local and state building codes. The connectivity requests should be made through the IT department. The IT department is solely responsible for this process.

ELECTRONIC COMMUNICATION

School and district resources for electronic communication shall be used for educational purposes. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the district, but such messages will be treated no differently from other messages on the network. Prohibited electronic communications include, but are not limited to:

- Use of electronic communications to send copies of documents in violation of copyright laws.
- Use of electronic communication systems to send messages, access to which are restricted by laws and regulations.
- Use of electronic communications to intimidate others or to interfere with the ability of others to conduct school/district business.
- Constructing electronic communications to appear to be from someone else.
- Obtaining access to the files or communications of others for the purpose of satisfying idle curiosity, with no substantial school/district business purpose.

- Users will conform to the rules of email archiving and document retention according to document retention policy under Massachusetts General Laws.
- Any other communication in violation of this policy or the specific school policy.

WEB PAGES

GENERAL GUIDELINES FOR STUDENT, TEACHER, & CLASSROOM SITES

POSTING

All web pages produced by faculty or staff that reference or depict the school/district are assumed to be school- or district-owned educational resources, created for the sole purpose of education, and shall be posted on a school-maintained web site, with the exception of school-authorized sites whose purpose is to simplify the process by which a page/site is posted. All student web sites/pages must be approved by authorized school personnel for posting prior to being posted.

DISCLAIMERS

If a user's home page is housed on a school/district server, but has links to sites/pages which are not housed on a school/district server, the user must include the following disclaimer: "The School Districts are not responsible for any content which is not hosted on our servers" Any school-related web page produced by staff but not housed on the school web site must be posted to an authorized site and must include the following disclaimer: "The contents of this site/page express the views of the author(s) only and do not necessarily express the views of the School Districts." The school/district is not responsible for content on school-related web sites not housed on our site or on another authorized site.

STUDENT PICTURES AND WORK

A student photo will be posted only when there is no signed parent form on file documenting that the posting is prohibited.

CONTENT

Do not advertise, endorse, or link to any product or organization whose primary function is not to disseminate educational content (e.g., commercial enterprises or political groups). Certain fundraising information and links may be allowed, and certain exceptions may be made for commercial entities who have significantly contributed to the school community (e.g., Verizon or Microsoft). These company links are allowed at the discretion of appropriate school administrators; please see school- and district-specific provisions at the end of this document for more information. In all cases, exceptions may be made when links to commercial or political groups are provided for legitimate educational purposes—for instance, links to the sites of political parties for civics courses, or links to commercial entities for media literacy courses. Proofread your content and use a spell checker before posting. As an educational institution with a potentially broad audience, it is incumbent upon us to have grammatically correct content. Viewers often have high expectations and we must maintain a high level of accountability to our community.

COPYRIGHT ISSUES

Respect copyright rules and "fair use" guidelines. Ensure that any copyrighted material on your site is appropriately credited.

FRSU38 ACCEPTABLE USE POLICY

Each user of electronic resources must read the electronic resource use policy and sign applicable consent and waiver forms.

ACCEPTABLE USE POLICY-TECHNOLOGY

The Frontier Regional and Union 38 School Districts shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high-quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the

ability to communicate with others. The system/network will be used to increase communication (staff, parent/guardian, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents/guardians, governmental agencies, and businesses.

AVAILABILITY

The superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Frontier Regional and Union 38 School Districts. Violations of law may result in criminal prosecution as well as disciplinary action by the Frontier Regional and Union 38 School Districts.

ACCEPTABLE USE

The superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Frontier Regional and Union 38 School Districts as well as with law and policy governing copyright.

MONITORED USE

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

LIABILITY

The Frontier Regional and Union 38 School Districts shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Frontier Regional and Union 38 School Districts shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

INTERNET ACCEPTABLE USE REGULATIONS

The use of the internet, as part of this computer network, can be a great motivator for students, and its use encourages independence and autonomy. Because the Internet is blind to class, race, gender, age, ability and disability, it is a valuable means for addressing the needs of all students.

While the benefits of internet access are many, Parents/guardians need to be aware that the internet is an open system, which contains information that parents/guardians might find objectionable and inappropriate for children. We will make every effort to prevent your child's access to inappropriate materials on the internet, but we cannot guarantee that they will not inadvertently encounter text, pictures, or references that are objectionable. We ask your assistance in developing responsible attitudes and reinforcing appropriate behaviors.

Parents/guardians will receive a copy of the policy to guide and govern the use of the school computer networks. Please read them thoroughly and discuss them with your child.

The Frontier Regional and Union 38 School District Computer Network (FR/U38SDNet) provides open access to local, national, and international sources of information and collaboration vital to intellectual

inquiry and democracy. In return, every network user in our school community and on the Internet and FR/U38SDNet account holders are expected to act in a responsible, ethical and legal manner, in accordance with the Frontier Regional and Union 38 School District rules, regulations, and guidelines and the laws of the states and the United States.

The FR/U38SDNet account holder is held responsible for their actions and activity within their account. Unacceptable use of the network will result in the suspension or revoking of these privileges and could further cause school disciplinary action to be pursued. Some examples of such unacceptable use are:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using resources.
- Gaining unauthorized access to resources.
- Invading the privacy of individuals.
- Using the account owned by another user.
- Posting another individual's communications without the author's consent.
- Posting anonymous messages.

VOLUNTEERING AND/OR SUBSTITUTING IN THE DISTRICT

VOLUNTEERING IN THE DISTRICT

The Frontier Regional Schools provide a rich array of volunteer opportunities which address the educational needs of all students and support educational programming and school community needs. Fortifying school success for all students' fosters language, literacy, social, and initiation skills. Community members, college students, and parents/guardians are encouraged to become volunteers to support learning and to facilitate positive community involvement, partnership, and collaboration.

There are many volunteer opportunities available throughout the academic year. Examples include library support, classroom support, and afterschool programs. For more information, please contact each school directly.

You may also consider substituting in our district.

SUBSTITUTING IN THE DISTRICT

Frontier Regional and Union 38 School Districts are always looking for teacher, instructional assistant, and nurse substitutes for our schools. If you are interested in becoming a substitute in our district, please contact Sarah at the Office of the Superintendent - 413-665-1155 to obtain a packet. Two forms of government ID are required when submitting the packet. Fingerprinting is also a mandatory requirement. Please see our website for SAFIS instructions.

SECURITY, PRIVACY, AND INFORMATION MANAGEMENT

PARENT/GUARDIAN INFORMATION SHARING

See also <https://z2policy.ctspublish.com/masc/browse/frontier/fborder/KBBA>

The school is sensitive to the needs of separated and divorced parents/guardians and works to keep everyone informed about their child's school progress. All information remains confidential. The school makes every effort to send written communication to both parents/guardians and to invite both parents/guardians to school meetings. If for some reason a parent/guardian has not received the needed information they are asked to contact the school office. As required by *G.L. Chapter 71 Sec. 34H. A non-custodial parent/guardian may have access to the student record in accordance with the law and the Department of Education regulations.* School Board Policy adapted 06/04/07.

NON-CUSTODIAL PARENT/CAREGIVERS' RIGHTS

Under Section 34H of chapter 71 of the General Laws:

- Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parent/guardian of a child enrolled in the school if the parents/guardians are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent/guardian but not specified in the preceding sentence be provided to the requesting parent/guardian if that parent/guardian is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent/guardian shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent/guardian who does not have physical custody of a child shall be eligible for the receipt of information unless:
 - The parent/guardian's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order modifies the protective order, specifically allows access to the information described in this section.
 - The parent/guardian is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat specifically noted in the order pertaining to custody or supervised visitation.
- All such documents limiting or restricting parent/guardian access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.
- A parent/guardian requesting information under this section shall submit a written request to the school principal.
- Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parent/guardian access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent/guardian of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent/guardian and in English. The notification shall also inform the custodial parent/guardian that information requested under this section shall be provided to the requesting parent/guardian after 21 days unless the custodial parent/guardian provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent/guardian's custody from abuse by the requesting parent/guardian unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

Our complete policy is available from the school office upon request.

ACCESS TO STUDENT RECORDS

See also <https://z2policy.ctspublish.com/masc/browse/frontier/fset/frontier/JRA-R>

Regulations of the State Board of Education apply to all information that is kept by the school on each student. The student record is divided into two sections:

1. **The transcript**, which includes the minimum information necessary to identify the student and reflect the student's educational progress. This includes name, birth date, address, parent/guardian information, course titles, and grades.
2. **The temporary record**, which consists of standardized test results, class rank, extracurricular activities, comments by teachers, etc. The temporary record is destroyed within five years after the student leaves the school system.

The following parent/guardian/student rights apply to all records:

- A parent/guardian or student over the age of 14 may inspect all portions of the student record upon request. The request may be made verbally or in writing. The record must be available no later than two days after the request.
- Only parents/guardians, the student, and school personnel working directly with the student are allowed access to information in the student's record without the written consent of the parent/guardian.
- A parent/guardian or student may add relevant comments, additional information, or other written materials to the record.
- A parent/guardian or student may request that information in the record be amended or deleted. A conference with the principal is required for this action to be completed.

CONFIDENTIALITY

Confidentiality is essential to safeguard the privacy of children and families. Some of the important aspects of confidentiality in a school setting include the following:

- Children's individual cumulative folders are kept in a secure location in the school.
- Screening and assessments provide helpful data when planning for instruction and/or services from various therapists (OT, PT, speech).
- Families may access school records in accordance with Massachusetts law (MA Regulations 23.02).
- Parents must submit a written request for records to the principal (MA G.L. 71, 34H b.).
- Custodial parents/guardians are entitled to school records as soon as practicable and within ten days after the request. Non-custodial parents have a 21-day waiting period after the school notifies the custodial parent of the request (MA Law 603 CMR 23.07).

MEDICAL RECORDS

Paper and electronic medical records are maintained for all students. When a student graduates from sixth grade, paper and electronic records are transferred to the Frontier Regional School Health Office.

If a child transfers to another school before graduation or enrolls in a school other than Frontier Regional, paper records are sent to the new school upon request. A summary report from the electronic record is included with the paper records transferred. If no request is made by the new school, paper records are stored in the Frontier Regional Health Office unless retrieved by a parent. All records are destroyed (shredded) after seven years. Electronic records are archived and can be retrieved for the previous four school years.

STUDENT RECORDS

This Policy is issued pursuant to M.G.L. c. 71, sects. 34A, 34D, 34E and 34H, 603 CMR sect. 23.00 et seq and FERPA (Family Educational Rights and Privacy Act)

GENERAL PROVISIONS

The student record contains all information and materials concerning a student regardless of where they are located, except for the information and materials specifically exempted by 603CMR 23.04, personal files of school employees.

The eligible student, upon reaching 14 years of age or upon entering ninth grade, whichever comes first, or the parent subject to the provisions of 603 CMR 23.07(5), shall have access to the student record as soon as practicable within ten days after the initial request. There is an exception to these type of requests in cases involving non-custodial parents and these requests are governed by 603CMR 23.07 (5) (a) as amended by the Massachusetts Board of Education. If the student is 18 years of age or older, they alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise these rights unless expressly limited by such student. Such student may limit the rights and provisions of 603CMR 23.00, which extends to their parents/guardian, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, Section 34E, the parent/guardian may inspect the student record regardless of the student's age.

The review of student records should be in the presence of a counselor or their designee for interpretive information and to advise. This will apply to all materials inserted in the record. Student records may also be released in response to court requests from a probation officer, court orders, a subpoena where health or safety requires the disclosure or upon transfer to another school district, and other exceptions provided under the Student Record Regulations (603CMR 23.07 (4)). Most important, the school/district will make a reasonable effort to notify the parent or eligible student of a court order to comply before the records are released.

The student's record is available to school contracted personnel who work directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity without permission from the student and/or their parents. This includes administrators, teachers, counselors, administrative office staff and clerical personnel, and the Evaluation Team, which evaluates a student. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

A log of access shall be kept as part of each student record. If parts of the student record are separately located, a separate log shall be kept with each part. The log of access shall indicate all persons who have obtained access to the student record stating: the name, position and signature of the person releasing the information: the name, position, and if a third party, the affiliation if any, of the person who is to receive the information, the date of access, the parts of the record to which access was obtained, the purpose of such access. Unless the student record information is to be deleted or released, this log requirement shall not apply to authorized school personnel under 603 CMR 23.02 (9) (a), who inspect the record, administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record, or school nurses who inspect the student health record.

An eligible student or parent/guardian shall have the right to request in writing the deletion or amendment of any information into the record by an Evaluation Team, which is governed by 603 CMR 23.08 (a) and (b).

ACCESS BY NON-CUSTODIAL PARENTS

The district/school requests that divorced parents submit a copy of their custody agreement or order so that it is on file with their child's or children's respective school or schools. However, a non-custodial parent, a parent without physical custody, is eligible to obtain access to the student record unless:

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

The school/district shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5) (a). In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of such request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, Section 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

AMENDING THE STUDENT RECORD

- The eligible student or parent/guardian has the right to add information, comments, data, or any other relevant written material to student record.
- The eligible student or parent/guardian has the right to request in writing deletion or amendment of any information contained in the student's record, except for information which was inserted into that record by an Evaluation TEAM. Such information inserted by an Evaluation TEAM shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Education Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - If such student or parent/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either the student or parent/guardian shall present the objection in writing and/or have the right to have a conference with the principal or their designee to make the objections known.
 - The principal or their designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent/guardian, the principal or their designee shall promptly take such steps as may be necessary to put the decision into effect.

APPEALS

- In the event that any decision of a principal or their designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent/guardian, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.
- The Superintendent of Schools or their designee shall within two (2) weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in

favor of the appellant, the superintendent of schools or their designee shall promptly take such steps as may be necessary to put the decision into effect.

- In the event that the decision of the superintendent of schools or their designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the School Committee.
- The School Committee shall within four (4) weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

DESTRUCTION OF RECORDS

- Notice is hereby given that the temporary record of a student will be destroyed no later than three (3) years after that student transfers, graduates, or withdraws from the school system with two exceptions: the first exception is the transcript (which shall be maintained for sixty (60) years) and the second exception is IEPs (which shall be maintained for a period of seven years after the fiscal year in which the IEPs were written). When the student transfers, graduates, or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that all documents in the temporary record be provided to them. No additional notice, other than this notice in the handbook, will be provided to the student or their parent/guardian of such destruction.
- In addition, each year, the principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions/expulsions/exclusions), any notes from the parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the documents be provided to them, rather than be destroyed. Test protocols from special education or 504 evaluations are also considered part of the student's temporary record and are subject to destruction the end of the school year following the next reevaluation of the student. If the eligible student or the parent/guardian would like to view test protocols, they must schedule a meeting prior to the last day of school as protocols cannot be released. No additional notice about destruction of records, other than this notice in the handbook, will be provided to the student or their parent/guardian prior to destruction of any record in the student's file.

The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.

During the time a student is enrolled in a school, this principal or their designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided the eligible student and their parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

The temporary record of any student on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after that student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parents of the approximate date of destruction of the record and their right to receive information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

In accordance with M.G.L. c71, Section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such a test was so administered.

STUDENT RECORDS REGULATIONS

See also <https://z2policy.ctspublish.com/masc/browse/frontier/fset/frontier/JRA-R>

CONFIDENTIALITY

With a few exceptions, no individuals or organizations but the parent/guardian, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

CONTENTS OF STUDENT RECORD

The student record consists of two parts. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least 60 years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; school-sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed five years after the student leaves the school system.

INSPECTION OF STUDENT RECORD

A parent/guardian or student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be available to the parent/guardian or student no later than two days after the request, unless the parent/guardian or student consents to a delay. The parent/guardian and student have the right to receive copies of any part of the record. A form to request record review is available in the Guidance Office.

The parent/guardian and student may request to have parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them.

AMENDMENT OF THE STUDENT RECORD

The parent/guardian and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent/guardian and student have a right to request that information in the record be amended or deleted. The parent/guardian and student have a right to a conference, and the principal must render a decision in writing. If the parent/guardian and student are not satisfied with the decision, the state regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

DESTRUCTION OF STUDENT RECORDS

The temporary record for each student is destroyed five years after the student has left the school. Temporary student records will be given out to graduating seniors the week before graduation if students wish to have them. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent/guardian and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.

RELEASE OF RECORDS

Frontier Regional is authorized to release records to a third party only with the signed permission of the individual desiring that the information be released. If, however, that individual is less than 18 years of age, a parent or legal guardian must sign to authorize the release of records. Release forms are available in the Guidance Office. Consistent with the Education Reform Act, schools now have the authority to transfer a student's complete record to the student's new school, without prior consent. A school may also release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c.119, sections 51B, 57,69 and 69A respectively.

SCHOOL VISITATION AND CLASSROOM OBSERVATION

To best maintain the safety of students, the following protocol will be used to monitor who enters the buildings during the school day. While implementing this process is consistent with the districts' focus on student safety, the community should be assured that parents/guardians, community members, and volunteers are welcome in the schools, and the district recognizes that partnership is critically important to meeting the needs of students.

Pursuant to Mass. General Laws Chapter 71B section 3, Frontier Schools accommodate written requests by parents/guardians to observe a student's current or proposed education program and/or services. The following guidelines apply to the scheduling and conduction of these observations.

All observers are required to complete the Visitor Confidentiality Agreement prior to the observation.

VISITORS TO THE SCHOOLS (CLASSROOM VISIT/OBSERVATIONS)

- Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
- The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
- For security purposes it is requested that all visitors report to the principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office.
- Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
- Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

In addition, the districts may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few days of the school year, as times when observations may not be scheduled.

The districts may condition observation of any of its programs when necessary to protect a) the safety of the children in the program b) the integrity of the program and/or c) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.

The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed.

OBSERVATION OF SPECIAL EDUCATION PROGRAMS

- Parents request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the special education director or designee and/or principal.
- The special education director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
- When a parent requests an observation of a special needs student or program, the special education director or designee will seek approval from the director of special education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.

- The special education director or designee and/or principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
- The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation, but typically occur within one (1) and two (2) hour blocks. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
- If the observer is not the parent, the parent must sign a release for the individual to observe.
- The number of observers at any one time may be limited.
- The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
- The observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
- The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform their contractual job duties.
- The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. If removal is not possible the observer may be asked to sign a non-disclosure agreement.
- A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting.

REQUIRED DOCUMENTS

Visitors to the school may be asked to sign a [release of information for other observers](#) and a form assuring [non-disclosure of information](#).

PREVENTING BULLYING, HARASSMENT, & DISCRIMINATION

Non-Violence Policy

All children are entitled to learn in a non-violent and peaceful school environment. Each child's day should be free from threats, teasing, acts of violence, and exposure to violent games, literature, or objects that are considered to be violent in nature. Furthermore, we feel the school should take a proactive position by teaching, modeling, and integrating peaceful conflict resolution into our curriculum.

FRSU38 Anti-Bullying Policy

INTRODUCTION

It is the policy of the Frontier Regional and Union 38 School Districts to provide a learning and working environment for students, employees, and visitors free from bullying.

DEFINITIONS

- **“Aggressor”** is a student or adult or member of the school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, athletic coaches, advisors to an extracurricular activity, or paraprofessionals who engage in bullying, cyber bullying, or retaliation.
- **“Bullying”** is the repeated use by one or more students or employees of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a victim that (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process, orderly operation of a school, or the working environment at a school.
- **“Cyberbullying”** is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- **“Hostile Environment”** is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.
- **Retaliation** against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is hereby prohibited.
- **“Target”** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

POLICY

- Bullying is hereby prohibited by the Frontier Regional and Union 38 School Districts:
 - On school grounds, 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 the Frontier Regional and Union 38 School Districts, or through the use of technology or an electronic device owned, leased, or used by the Frontier Regional and Union 38 School Districts; and,
 - At a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned leased or used by the Frontier Regional and Union 38 School Districts, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process, the orderly operation of the school, or the working environment.
- False accusations of bullying or retaliation shall be subject to disciplinary action.
- This policy does not require the Frontier Regional and Union 38 School Districts to staff any non-school related activities, functions or programs.

BULLYING PREVENTION PLAN

This plan recognizes that certain students may be more vulnerable to bullying or harassment based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory

disability by association with a person who has or is perceived to have one or more of these characteristics.

REPORTING

- Any staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or their designee.
- Any student, parent, guardian, or other interested person may report any bullying or suspected bullying to the principal or their designee as soon as reasonably possible. If possible, reports should be in writing but there is no requirement that they be written.
- If an instance of bullying is reported to a staff member other than the principal or their designee, the staff member shall immediately inform the principal.
- The principal or their designee in charge of receiving complaints should keep accurate documentation of all complaints received.
- The principal or their designee should document the following:
 - the name of the complainant
 - the status of the complainant (i.e., student, staff, third party)
 - the name of the alleged bully
 - the date the complaint was received
 - how the complaint was received (i.e., written, oral)
 - the nature of the complaint (i.e. facts of the complaint)
 - the names of witnesses
- Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

INVESTIGATION

- The principal or their designee should conduct an investigation within 24 to 48 hours of the complaint, if possible.
- The principal or their designee should ask all appropriate questions of the complainant in order to get the full story:
 - Who, what, when, where, and how.
 - Is there any physical evidence (documents, texts, voicemail)?
 - Effect of bullying - what will restore the complainant's sense of safety?
 - Assess the complainant's need for protection and if needed determine what form the protection should take.
- The principal or their designee shall notify the parents or guardians of the alleged bully and the victim.
- The principal or their designee should caution all witnesses and the alleged bully that retaliation is also a violation of school policy.
- The principal or their designee should interview the alleged bully and fairly warn them that the conduct will, if appropriate, be reported to local law enforcement.
- The principal or their designee should interview witnesses.
- The principal or their designee should establish the following:
 - If the alleged bullying occurred.
 - When the alleged bullying occurred.
 - How frequently the alleged bullying occurred.
 - Specific facts about the type and severity of the alleged bullying.

- If the bullying has affected the complainant.
- What action will restore the complainant's sense of safety.
- Is the complainant in need of protection and if so what type.
- What professional services are appropriate to recommend or require.
- Is notification to local law enforcement required.

DECISION

- Based upon a thorough investigation, the principal or their designee shall make a decision that is appropriate for all parties concerning whether bullying occurred and if so, what is the appropriate remedy including discipline of the perpetrator, appropriate educational and counseling remedies, and protection of the complainant.
- Depending on the circumstances of the case, if it is determined that bullying has occurred the principal or their designee may discipline the offending party by ordering:
 - Counseling
 - Schedule or class change
 - Stay away order
 - An educational component
 - A verbal warning
 - A written warning
 - Suspension
 - Expulsion
 - Any other remedy deemed appropriate by the principal or their designee.
- The principal or their designee shall notify local law enforcement if they believe that criminal charges may be pursued against the alleged perpetrator.
- Any discipline should be viewed in the light of balancing accountability with the need to teach appropriate behavior.
- If the incident involves students from more than one school, the school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school(s). If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21, the school shall inform local law enforcement when appropriate and consistent with this policy.
- The principal or their designee should confer with the complainant and their parents/guardians to explain the action being taken including what, if any, actions are being taken to create a sense of safety for the complainant, and implementation of any protection plans, and to make counseling referrals if appropriate.
- The principal or their designee shall confer with the alleged perpetrator and their parents/guardians. The principal or their designee shall explain the discipline if any, make any counseling referral, explain plans for creating a sense of safety for the complainant, explain any protection plans, and reiterate any retaliation by alleged perpetrator or family/friends may subject the offender to further discipline up to and including expulsion.
- The principal or their designee should follow-up on this decision in order to ensure that their recommendation has been put into effect.

BULLYING PREVENTION PLAN – EDUCATIONAL AND PROFESSIONAL DEVELOPMENT COMPONENTS

- This bullying prevention plan shall be developed and updated biennially in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. There shall be notice of the consultation and a public comment period.

- There will be ongoing professional development to build skills of all staff members, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals to prevent, identify, and respond to bullying.
- Professional development shall include:
 - Developmentally appropriate strategies to prevent bullying incidents.
 - Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents.
 - Information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying.
 - 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.
 - Information on the incidence and nature of cyberbullying.
 - Internet safety issues as they relate to cyberbullying.
- There shall be age-appropriate instruction on bullying prevention in each grade incorporated into the curriculum. This curriculum shall be evidence based.
 - Parents and guardians shall be informed about the bullying prevention curriculum of the school, specifically how parents and guardians can reinforce the curriculum at home and support the school and school plan.
 - Dynamics of bullying.
 - Online safety and cyberbullying.
- Each school shall provide to students and parents or guardians, in age-appropriate terms and in the languages, which are most prevalent among the students, parents, or guardians, annual written notice of the student related sections of the plan.
- Each school shall provide annual written notice of the plan to all staff.
- All staff shall be trained and provision for faculty and staff duties shall be included in the school employee handbook.
- The plan shall be posted on the website for each school.
- The principal or their designee shall be responsible for the implementation and oversight of the plan.

BULLYING INCIDENT REPORT FORM

https://docs.google.com/document/d/12vXp_U9dDvcjv2dRzDRtcuaxHF4nJEzsakFYtXd8uo/edit?usp=sharing

HARASSMENT/Non-DISCRIMINATION POLICY

All members of the community served by the Frontier Regional and Union 38 School Districts have the right to be treated with dignity and respect. The school system is committed to the policy that all individuals associated with the schools deserve to be free from any conduct, activity, or language that is demeaning, insulting, abusive, or inappropriate. Therefore, insults, threats, derogatory remarks, and other forms of conduct that fail to respect the rights and dignity of others will not be tolerated. The goals of the Frontier Regional and Union 38 School Districts include providing equal employment and educational and participatory opportunities for all members of the school community; preventing discrimination or harassment of any individual attending, working at, or associated with the school system; and providing a mechanism by which individuals can bring any concerns about discrimination or harassment to the administration's attention. The Frontier Regional and Union 38 School Districts are committed to maintaining an environment in which staff, students, and visitors are not subjected to differential treatment because of legally protected characteristics.

Therefore, the school system will not accept or tolerate any discrimination, or differential treatment, of or among members of the school community based race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Not only does the school system prohibit any discriminatory treatment of or among students, staff, or visitors, but it also will not tolerate harassment of any kind based on any of the above characteristics or any other personal qualities or appearances.

PROCEDURES FOR REPORTING COMPLAINTS RELATED TO DISCRIMINATION/HARASSMENT/RETALIATION

Any student of the Frontier Regional and Union 38 School Districts community who believe they or another school community member has been the victim of any form of discrimination, including harassment and retaliation, should report the conduct or make a complaint. The assistant principal at Frontier is designated the “complaint manager” for the purpose of receiving complaints. A person who wishes to make a complaint of harassment should meet with the assistant principal as soon as possible to report a complaint. Students may ask a faculty or staff member to be involved in the complaint process. The assistant principal will interview the student and assist them. If the student does not feel comfortable speaking to the assistant principal, they may contact another administrator to report any event(s) regarding discrimination or harassment.

FALSE CHARGES

Any student who knowingly makes false charges or brings a malicious complaint may be subject to discipline.

INVESTIGATING THE COMPLAINT

The Frontier Regional and Union 38 School Districts response to any accusation of inappropriate or demeaning conduct, harassment, or retaliation will depend on the circumstances. It is the goal of the school system to help staff and students understand the consequences and effects of their behavior and to eliminate any harassment.

Therefore, the school system's initial response to allegations of behavior among staff and students will be to focus on education and correction of inappropriate or harassing behavior. The Frontier Regional and Union 38 School Districts will promptly respond to every complaint of harassment. Depending on the circumstances, including the nature of the complaint, the age of the individuals and whether any staff members were involved, the school system's response will vary in formality. The school system will conduct an investigation into allegations of harassment/discrimination/retaliation.

That investigation may include discussions with all involved parties, identification of and communication with potential witnesses, and other steps the administrator considers appropriate. If the school system determines that harassment/discrimination/retaliation has occurred, it will take action to end the harassment/discrimination/retaliation and ensure that it is not repeated. Steps the school system may take include, among others, arranging for restorative justice if appropriate, counseling, warnings, suspension, transfer of an employee, probation, and discharge of a staff member.

Individuals may decide to bring a charge of harassment/discrimination/retaliation to an outside agency or to court. However, the Frontier Regional and Union 38 School Districts are still obligated to appropriately respond to incidents of harassment/discrimination/retaliation in order to ensure its compliance with the law.

GENDER IDENTITY

Chapter 199 of the Acts of 2011, which became effective on July 1, 2012, defines “gender identity” to mean “a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely

held as part of a person's core identity; provided, however, that gender related identity shall not be asserted for any improper purpose.”

In addition to this statute, Frontier affirms its commitment to the individual's right to their gender-related identity. Should a student wish to formally change their name/gender for all school related purposes they can fill out the school's Name/Gender Change Form located in the Guidance Department Office. If a student also wishes to change their assigned email address to an email address with their preferred new name, the form will then need to be brought to the IT Office to have a new email address created. The form will then need to be returned to the Guidance Department Office by the student. Once completed and returned to the Guidance Office all updates will be made in the school information system to recognize the student's preferred name/gender, etc.

RIGHT TO AN EQUAL EDUCATION

All students at Frontier Regional and Union 38 School Districts regardless of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law will be given equal access to educational services, including school admission, admissions to courses, access to course content, access to guidance services, and participation in extracurricular and athletic activities.

NON-DISCRIMINATION AND NON-HARASSMENT POLICY

The Frontier Regional and Union 38 School Districts are committed to proactively working to build an inclusive and positive school climate—one that fosters student and staff health and development to each individual's fullest potential. To that end, the districts are committed to the development of respectful human relationships at all levels and among all ages.

Furthermore, the districts are committed to equal employment and educational opportunity for all employees and applicants, students, and members of the school community without regard to race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. The members of the school community include the School Committee, administration, staff, students, and volunteers working in the schools, while they work and study, subject to school authorities.

The Frontier Regional and Union 38 School Districts are also committed to maintaining a school and work environment free of harassment on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. The district expects all employees, volunteers, and students to conduct themselves in an appropriate and professional manner. All employees, volunteers, and students have the responsibility to maintain the schools free of harassment, sexual or otherwise.

Harassment is any form of behavior that intentionally interferes with another person's sense of safety or productivity in the employment or educational environment.

Harassment on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, in any form, will not be tolerated. Such harassment includes unsolicited remarks, gestures of physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation, gender identity, ancestry, or disabled or handicapped individuals or groups.

Harassment is prohibited whether or not such harassment involves relationships of adult to adult, adult to student, student to adult, or student to student.

Any employee or volunteer who receives a report of or has knowledge of conduct prohibited by this policy is required to report the conduct or incident immediately. Any violation of this policy should be brought to the attention of the principal or the superintendent of schools or their designee as soon as possible, who will conduct an investigation and take whatever action is deemed appropriate.

Any employee or member of the school community found to have engaged in harassment, including, but not limited to, sexual harassment shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school, subject to applicable procedural requirements.

It is a violation of this policy for any person to retaliate, coerce, intimidate, harass, or interfere with a member of the school community, or any other individual, who has filed a report regarding harassment or assisted with an investigation. Any employee or member of the school community found to have engaged in this conduct shall be subject to sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school, subject to applicable procedural requirements.

Reporting conduct that may be construed as harassment is encouraged, although it is a violation of this policy to intentionally file a false report regarding harassment. The intentional filing of a false report shall result in sanctions, including, but not limited to, warning, suspension, or termination from employment or expulsion from school subject to applicable procedural requirements.

Filing of a report, other than an intentionally false report, will not reflect upon the status, grades, assignments, or other terms and conditions of education or employment of the reporting party.

Under certain circumstances, sexual harassment, or other harassment, may constitute child abuse under Massachusetts law, G.L. c. 119, 51A. The Frontier Regional and Union 38 Districts shall comply with Massachusetts laws in reporting suspected or actual cases of child abuse.

Examples of conduct that can constitute harassment:

- Words, signs, jokes, or pranks
- Physical or verbal intimidation or threats
- Physical contact
- Verbal or physical violence

This list is illustrative and not intended to be limited to the examples given. Copies of this policy are kept on file in the school's Main Office and are available upon request.

SEXUAL HARASSMENT POLICY

It is the goal of Frontier Regional and Union 38 School District to promote a workplace/learning environment that is free of sexual harassment. Sexual harassment of employees/students occurring in the workplace/learning environment or in other settings in which employees/students may find themselves in connection with their employment/studies is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace/learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees/students.

Because the Frontier Regional and Union 38 School District takes allegations of sexual harassment seriously, complaints of sexual harassment will be responded to promptly, and where it is determined that

such inappropriate conduct has occurred, prompt action will be taken to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action including workplace termination/student expulsion where appropriate.

This policy sets forth goals of promoting a workplace and learning environment that is free of sexual harassment. The policy does not limit the school district's authority to discipline or take remedial action for workplace/learning environment conduct, which is deemed unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

See also <https://z2policy.ctspublish.com/masc/browse/frontier/fset/frontier/ACAB>.

SEX-BASED HARASSMENT/DISCRIMINATION (TITLE IX) POLICY

Frontier Regional and Union 38 Schools do not discriminate on the basis of sex and prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX. The Frontier Regional and Union 38 Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sex-based harassment and sex-based discrimination.

Sex-based discrimination is discrimination based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Sex-based harassment is harassment on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Sex-based harassment includes:

- **Quid pro quo harassment.** An employee, agent, or other person authorized by the school to provide an aid, benefit, or service under the school's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment).
- **Specific offenses.** An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation such as sexual assault, dating violence, domestic violence, stalking, etc.

While it is not possible to list all those additional circumstances that may constitute sex-based harassment, the following are some examples of conduct, which if unwelcome, may constitute sex-based harassment, depending on the totality of the circumstances, including the severity of the conduct or its pervasiveness:

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

The definition of sex-based harassment is broad and in addition to the above examples, other conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is

hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the district takes allegations of harassment, including sex-based harassment, seriously, the district will respond promptly to complaints of harassment including sex-based harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Frontier Regional and Union 38 Schools are committed to ensuring that sex-based discrimination and sex-based harassment does not continue or recur within our education program or activities. To report information about conduct that may constitute sex discrimination or sex-based harassment or to make a complaint regarding such under Title IX, please contact the Title IX coordinator.

Inquiries about Title IX may be referred to Frontier Regional and Union 38 Schools Title IX coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Karen Ferrandino, Title IX Coordinator

Office of the Superintendent
113 North Main Street
South Deerfield, MA 01373
(413) 665-1155

Office for Civil Rights, United States Department of Education

5 Post Office Square 8th Floor - Suite 900
Boston, MA 02109-3921
OCR.Boston@ed.gov
(617) 289-0059
TDD: (617) 223-9695
Fax: (617) 289-0150

The Frontier Regional and Union 38 Schools nondiscrimination policy and grievance procedures can be located at <https://z2policy.ctspublish.com/masc/browse/frontiersest/>.

Retaliation against a complainant, witness, or any other participant in an investigation because they have filed a harassment or sex-based harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is strictly prohibited. Anyone found to have retaliated against another in violation of Frontier Regional and Union 38 Schools policy will be subject to disciplinary action.

Retaliation is any intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, including in an informal resolution process.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX coordinator.

ANTI-RACISM & EQUITY

PURPOSE

The purpose of this statement is to clearly articulate our beliefs and intentions with regard to anti-racism and educational equity. This document further serves to establish a foundation on which we establish our commitment to the elimination of institutionalized racism, and cultural and other biases, which negatively impact the learning environment and the ability for students to achieve at the highest level. Our goal is to promote the creation of teaching, learning, and working environments which welcome, respect, and value our strength in diversity. Anti-racism and equity in education is about inclusiveness and social justice. The

principles contained within this document may be used as a blueprint by members of other marginalized groups seeking equity related to their identity.

The principal underpinnings of anti-racism and educational equity form the basis for our thinking and acting which are designed to foster a teaching and learning environment where all students have the opportunity to access, and freely participate in, a quality educational experience; one that supports them in the present and prepares them for their future.

FRSU38, in response to the ever-growing need to address the contemporary challenges facing our society, has created this statement of beliefs and intentions related to anti-racism and educational equity. This foundation statement will serve to support our current policies and function as the driving force behind the procedures we follow to fulfill our policy goals.

Our greater community needs to not only have access to district policies, but they need to know the benefits and protections that these policies provide and how the district's procedural process works to fulfill its mission and meet the district's goals and responsibilities.

DEFINITIONS OF RACISM AND EQUITY

By defining our terms, we bring clarity to our work while providing a platform for articulating our beliefs and intentions as a school district and promoting anti-racism and equitable practices.

First, it is important to define *racism and anti-racism*:

- **Racism** is a set of institutional or organizational patterns, actions, and/or policies that supports and authorizes individual bigotry toward one or more racial groups. These elements include discrimination and/or unequal treatment on the basis of membership of a particular marginalized ethnic group, arising from systems, structures, or expectations that have become established within society or an institution.
- Therefore, **anti-racism** is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the systemic policies, behaviors, and beliefs that perpetuate racist ideas and actions. Anti-racism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional, and structural levels. Anti-racism is a dynamic process.

Similarly, in order to create a climate of full access and support for all students, we need to define *equity and educational equity*:

- **Equity** is the notion of being justly, fairly, and impartially treated as an individual engages with an organization or system, particularly systems of grievance. "Equity" is often conflated with the term "equality" (meaning sameness).
- Therefore, **educational equity** creates an educational system that ensures that every student, across all groups, has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and views each student's individual characteristics as valuable. These characteristics include but are not limited to ability (cognitive, social emotional, and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socioeconomics.

OUR BELIEFS: ANTI-RACISM

FRSU38 believes that having an anti-racism perspective creates a stance that actively serves to oppose racism in all its forms, the goal being to carry out policies and behaviors that support this anti-racism and equity stance. Our schools are committed to the tenets of anti-racism in order to identify and deconstruct all forms of structural and institutional racism. Therefore:

- We believe that our commitment to anti-racism will reduce and ultimately eliminate institutional and structural barriers based on race and experienced by students, teachers, and members of our broader school community.
- We believe anti-racism can be learned and practiced to the benefit of our entire school community.
- We believe that by embracing an anti-racism stance we acknowledge that we all hold biases, both known and intrinsic, which often serve to uphold inequities.
- We believe that well-intentioned statements and acts may be experienced by some as microaggressions which create a harmful impact on the targeted individual.
- We believe that racism is a systemic and historically embedded part of our educational systems.
- We believe in examining, confronting, and eradicating racism in all aspects of our educational system.
- We believe an anti-racism stance works to reconstruct practices, systems, and structures that create separate advantages and disadvantages for students and families.

OUR BELIEFS: EQUITY

FRSU38 believes that each student, regardless of race, ethnicity, nationality, gender, gender identity, disability, sexual orientation, religion, or socioeconomic status will have access to the opportunities, resources, and support they need to attain their full potential. Further, FRSU38 believes there is an urgent need to disrupt societal and historical inequities and eliminate the disparities that prohibit fair and equal access to educational opportunities and resources. Therefore:

- We believe that educational equity thrives when institutional and structural barriers are removed and historically marginalized groups are able to experience full and unfettered access to learning opportunities and resources.
- We believe that educational equity requires centering the voices of those who are most negatively impacted to enact change and that marginalized students, educators, and families should be welcomed into the process of envisioning and creating their own equitable learning conditions.
- We believe educational equity requires creativity, flexibility, empathy, and vulnerability.
- We believe that educational equity recognizes that equity intersects with race, gender identity, religion, sexual orientation, health, ability, language, immigration status, age, socioeconomic status, and more.
- We believe in the importance of implementing a curriculum that is reflective of our whole society, not preferencing or privileging some knowledge over others, and striving for accuracy.
- We believe that equitable practice requires proactive and sustained investment in students, educators, families, and communities of color to interrupt systemic inequities.
- We believe in focusing on the impact of programs, practices, decisions, or actions, on all students, paying particular attention to culturally marginalized students/groups.
- We believe in the importance of having accessibility, on every level and in every location, to all students in our school community for equity and inclusivity.

OUR INTENTIONS

Because our beliefs embody our values with regard to anti-racism and educational equity, we commit to creating a sense of community, developing leaders from all quarters who are committed to promoting anti-racism and equity, and to building and sustaining a safe and supportive learning environment. In light of that commitment, the school committees, Central Office, school administration, and classrooms will operationalize our beliefs and values by intentionally:

- Engaging in a sustained and dynamic process to identify practices, systems, and structures at all FRSU38 schools that are implicitly or explicitly racist and inequitable.
- Continuing to learn about racism and implicit bias through individual and collective efforts.

- Examining all procedures related to school functioning through an anti-racism and equity lens.
- Increasing our understanding of the impact of racism and bias on students and actively promoting practices that move the schools toward becoming anti-racist.
- Working to recruit, hire, and retain qualified personnel from underrepresented populations.
- Identifying and stopping practices within the schools that are unfriendly to marginalized individuals.
- Providing anti-racism and equity professional development to all staff and administrators.
- Creating multiple ways to celebrate the diversity in our community.
- Providing and sustaining viable anti-racism work through a regular review of existing and future policies to ensure they benefit the school community.
- Evaluating the system's curriculum, our individual beliefs and cultural practices, and health disparities.
- Assessing the process by which the school system renews its efforts to promote equity, inclusion, safety, and social justice.

Proposed: 4.27.22, Adopted School Committee 5/2022

DISTRICT VOCABULARY

* = Core Concepts (vocabulary and concepts that are used across grades and developmental levels).

COMMON DEFINITIONS OF RACISM AND ANTI-RACISM AND OTHER KEY VOCABULARY

Grades PreK - 2 nd : 12 terms	
Language	Definition
Ally*	An ally is someone who takes action when they see something unfair happening to someone else.
Anti-racist*	When we do or say something that makes things more fair for all people, we are being anti-racist.
Identity*	Our ideas about who we are make up our identity. When we think about our identities we think about our families and what is very important to us. We think about how we are similar to other people and also about what makes us different.
Justice*	When people have similar rights and opportunities and are treated fairly, that's justice.
Liberation	Freeing people, including ourselves, from things that are unfair or things that prevent us from being happy and healthy, is liberation.
Melanin	People have tiny grains of coloring in their skin called melanin. Melanin is like a dye. It makes things turn different shades of brown. If your skin turns a darker brown when you play in the sun, that means your melanin is very active. Freckles are spots on the skin that have a lot of melanin. Melanin is what makes our hair and eyes the colors they are. Melanin also causes a zebra's stripes, a leopard's spots, and a frog's speckles.
Pride	You have pride when you feel proud of yourself. When you love and respect yourself, you are proud. You can also be proud of other people.

Protest*	When we say, “hey, that’s not fair,” we are protesting.
Race*	Underneath their hair and skin, people all over the world are very much alike. If we focus on the ways people look on the outside, we can sort them into a made-up category called “race.” In the United States there are five official races. Not everyone agrees with these categories. Some people believe we should have more choices. Many people think of themselves as more than one race. American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White
Racist*	When we treat people a certain way because of their race, we are being racist. When we do and say things that make things more unfair for people of certain races, we are being racist.
Resilience	When people can bounce back quickly after something difficult happens to them, they have resilience.
Stereotype*	When we think we know people just because of something we see on the outside, we are using stereotypes to guess about them.
White Privilege*	There are many things that are easier for white people in our country. It’s not fair and it wasn’t your idea. But it is real. For example, black people who do the same jobs as white people usually get paid a lot less.

Grades 3 & 4: 15 terms	
Language	Definition
Ally	Someone who helps or stands up for someone who is being bullied or the target of prejudice.
Anti-Racist Idea	An idea that suggests that racial groups are equals.
Discrimination	Unfair treatment of one person or group of people because of the person or group’s identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.
Equality	Having the same or similar rights and opportunities of others.
Equity	The quality of being fair or just.

Injustice	A situation in which the rights of a person or a group of people are ignored, disrespected, or discriminated against.
Institutional Racism	When social institutions (schools, banks, courts of law, etc.) give negative treatment to a group of people based on their race. This refers to the big picture of how society operates and has negative effects on racial minorities' access to and quality of goods, services, and opportunities.
Justice	The treatment of people that is fair and morally right.
Prejudice	Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.).
Protest	A protest is when a lot of people come together to show others that they strongly like or are against an idea or event. For example, some people protest racism or war. There are many ways in which people can protest. Protesters can do things like write a letter, not eat food, sing songs, or gather in large groups outside a government building.
Race	Race is the idea that the human species is divided into distinct groups based on inherited physical and behavioral differences. However, genetic studies in the late 20 th century showed that dividing people into races has no biological basis. The concept of race is no longer recognized as scientifically valid.
Racist	A person who shows or feels discrimination or prejudice against people of other races, because they believe their own race is superior or better than another.
Racist Idea	Any idea that means that something is wrong or right, superior or inferior, better or worse about a racial group.
Stereotype	A stereotype is an idea or belief many people have about a thing or group that is based upon how they look on the outside. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is. Stereotypes might be used as reasons to discriminate against another person, or sometimes looking to be humorous in tv shows, movies, videos, etc.
White Privilege	White privilege means getting benefits that are given to white people only because of the color of their skin. Being white means that society sees white people positively just because of the color of their white skin. At the same time, society gives negative traits to people of color. This ends up giving unfair advantages to white people because being white means that the person is perceived to be superior to others who are not white.

Grades 5 & 6: 25 terms	
Word	Definition/language

Abolition/ Abolitionist	An abolitionist was someone who wanted to end slavery, especially in the United States before the Civil War, when owning slaves was common practice. Abolitionists believed that slavery violated the basic human right of freedom and organized to make slavery illegal, writing anti-slavery literature, proposing new laws, and smuggling slaves into free Canada.
Ally	A person of one group who stands up in support of members of another group, typically a member of a dominant group standing beside a member(s) of a group being discriminated against or treated unjustly.
Anti-racist	Anti-racists say there is nothing wrong or right about people of color and everything wrong with racism. They try to transform racism.
Assimilationist	Assimilationists believe people of color as a group can be changed for the better. They try to transform people of color.
Bias	A preference either for or against an individual or group that affects fair judgment.
Colorism	Prejudice or discrimination against individuals with a darker skin tone. Colorism means that lighter skinned people are treated better.
Cultural Appropriation	Cultural appropriation refers to the use of objects or elements of a non-dominant culture in a way that doesn't respect their original meaning, give credit to their source, or reinforces stereotypes or contributes to oppression.
Discrimination	The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.
Enslavement	To enslave someone is to force that person to work for no pay, to obey commands, and to lose their freedom.
Equality	Having the same or similar rights and opportunities of others.
Equity	The quality of being fair or just.
Injustice	A situation in which the rights of a person or a group of people are ignored, disrespected or discriminated against.
Institutional Racism	A pattern of social institutions (governmental organizations, schools, banks, courts of law, etc.) giving negative treatment to a group of people based on their race, having a disproportionately negative effect on racial minorities' access to and quality of goods, services, and opportunities. Institutional racism means that even if none of the individuals in an institution are racist, racist outcomes still occur.
Jim Crow Laws	Laws and social rules that enforced racial segregation in the Southern United States. They mandated racial segregation in all public facilities in states of the former Confederate States of America, starting in 1890 with a "separate but equal" status for African Americans, and continued until 1965.

Justice	The treatment of people that is fair and morally right.
Middle Passage	Middle Passage was the forced voyage of enslaved Africans across the Atlantic Ocean to the New World. It was one leg of the triangular trade route that took goods (such as knives, guns, ammunition, cotton cloth, tools, and brass dishes) from Europe to Africa, Africans to work as slaves in the Americas and West Indies, and items, mostly raw materials, produced on the plantations (sugar, rice, tobacco, indigo, rum, and cotton) back to Europe. From about 1518 to the mid-19 th century, millions of African men, women, and children made the 21-to-90-day voyage aboard grossly overcrowded sailing ships manned by crews mostly from Great Britain, the Netherlands, Portugal, and France.
Prejudice	An unfavorable preconceived opinion or feeling that is formed beforehand or without knowledge, thought, or reason.
Protest	A protest is when people come together to show others that they strongly like or are against an idea or event. For example, some people protest racism or war. There are many ways in which people can protest. Protesters can do things like write a letter, not eat food, sing songs, or gather in large groups outside a government building.
Race	Race is the idea that the human species is divided into distinct groups based on inherited physical and behavioral differences. However, genetic studies in the late 20th century showed that dividing people into races has no scientific basis. The concept of race is no longer recognized as scientifically valid. The use of the term race is an attempt to categorize peoples primarily by their physical differences. In the United States, for example, the term generally refers to a group of people who have in common some visible physical traits, such as skin color, hair texture, facial features, and eye formation. Such distinctive features are associated with large populations that originally came from geographically separate areas. These populations have been designated as races—for example, the “African race,” the “European race,” and the “Asian race.” However, scientific advances in the 20th century demonstrated that human physical variations do not fit a “racial” model. Instead, human physical variations tend to overlap. There are no genes that can identify distinct groups that correspond to the conventional race categories. In fact, DNA analysis has proved that all humans have much more in common genetically than they have differences. The genetic difference between any two humans is less than one percent.
Racist	A person who shows or feels discrimination or prejudice against people of other races, based on a belief that their own race is superior.
Segregation	The practice of keeping people of different races, religions, etc., separate from each other.
Segregationist	Segregationists believe people of color as a group cannot be changed for the better. They try to get away from people of color.
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person.

Slavery	Slavery was the condition in which one human being was owned by another. A slave was considered by law as property, or chattel, and was deprived of most of the rights ordinarily held by free persons.
White Privilege	White privilege is receiving advantages, benefits, and rights simply because of the color of one's skin. Being white means that society ascribes positive attributes to a person simply because of the color of their white skin. At the same time, society ascribes negative attributes to people of color. This process leads to providing unfair advantages to white people because being white means that the person is perceived to be superior to others who are not white.
White Supremacy	The belief that white people are superior to all other races and should therefore dominate society.

STUDENTS' RIGHTS AND RESPONSIBILITIES

School committees are legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration for the developing maturity of the student. Responsibilities flow from the exercise of rights and privileges regarding respecting oneself; respecting others and their rights; respect for individual dignity; and respecting legally constituted authority and the legal responsibility of those in authority.

All rules and regulations to maintain the process of education must be common knowledge. Assemblies, orientations, and free student handbooks should provide this information in clear and understandable language. Any changes should be widely publicized in print in both school and community media, and no regulation should be summarily drafted and enforced. The final statement "no regulation should be summarily drafted and enforced" is not to be interpreted as restricting authority to act promptly, decisively and to meet an emergency. In keeping with the statement "all rules and regulations must be common knowledge," copies of rules and regulations are to be made available in local libraries. Students must, as all citizens involved with any set of rules, have the responsibility to keep themselves informed of any announced changes in rules and regulations.

School committees, professional staff, and student government should work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and student referenda and recall processes for the establishment and enforcement of these rules should be clearly defined and made available for all interested and affected parties. It is the responsibility of all parties concerned to cooperate and abide by the rules and regulations established. The responsibility for enforcing rules is to be clearly defined.

Students must be free to establish and should be encouraged to participate in student government that provides all students, through a representative system, a voice in school affairs. All registered students should be eligible to hold office. The establishment of school government is to be with cooperation of administration. School committees, administration, and faculty should encourage student government to be representative and effective.

Schools are for students and students should be involved in the educational process in their schools. Professional staff should solicit student suggestions and recommendations concerning curricular offerings that represent all voices and backgrounds. Curriculum committees in local schools should include students in their membership. Curriculum offerings in local schools should meet the needs and interests of the students. The high school administration, faculty, and staff believe that an education in diversity and social justice is essential for all members of our community. We believe that these values help us to

recognize our civic responsibilities and the potential we share to make a positive difference in and beyond the school.

- We develop curricula that educate students about the historical injustices suffered by people because of their identity.
- We create a learning environment where students can grow personally, acknowledge their identities, and express difference while nurturing acceptance and respect for self and others.
- We provide professional development opportunities for faculty and staff in diversity training and social justice education.
- We celebrate the diversity within our community and affirm the bond we share as human beings.

If suggestions are obtained, it should be realized by all concerned that professional judgment is necessary to evaluate the relative merit, cost, facilities, and personnel required to implement the suggested curricular offerings as well as the value to the students.

A committee of students, professional staff, and administration should be formed to plan and organize school assembly programs. Suggestions from non-committee members should also be encouraged and considered. Such assemblies are an important part of the total instructional program and topics or speakers of contemporary interest to students should be encouraged whenever possible. In the cases of controversial topics or speakers, presentations should be balanced in terms of existing major points of view. All assembly programs are to be planned carefully in advance and be included as part of the total program authorized by the school administration. School authorities should be given a brief written description of each program in advance.

Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process. Materials presented to students should be relevant to the course and appropriate to the maturity level and intellectual ability of the students. Students should have the opportunity to investigate different views related to topics and materials introduced or presented.

Teachers should, at all times, strive to promote tolerance for the views and opinions of others and for the rights of individuals to permit the expression of the views and opinions of others and to encourage students to examine, analyze, evaluate, and synthesize all information about such topics and materials.

School newspapers, yearbooks, literary magazines, and other publications should be guaranteed the right of freedom of the press, subject to existing laws of libel and obscenity. Students should utilize the highest publication standards. Other non-school-sponsored student publications should be subjected to locally determined policy for distribution on school premises.

The School Committee is to establish policy in areas where administrators and publication advisors will not be held responsible for items published in student publications which may be offensive to the committee and/or others in the community.

Student thoughts need to be expressed with the distinction between factual reporting and editorializing.

The activities of students other than at school functions, carried on entirely outside of normal hours and off school premises and social media, are not the legal responsibility of the school. However, a student may be held accountable if outside activities contribute to a hostile school environment or a disruption of the school day.

Students should be allowed the use of school facilities for extracurricular activities and should be encouraged to participate in these activities, including clubs, recreational events, and other such related activities. These activities must be scheduled in keeping with normal school committee regulations and provide for supervision according to school rules.

Every student has the right to an education free of physical and psychological disruption. There are several dimensions to Frontier's work to make this a reality for all students: Restorative practices,

Massachusetts General Law, Chapter 222, and equity advancement. Two big ideas inform Frontier's work to make this right a reality for all students. The essential idea of restorative practices is that schools should invest in supporting students to do the right thing and repair social contracts and relationships rather than limiting their work to 'catching' them when they don't. Chapter 222, the law passed in 2012 by the Massachusetts legislature, discourages an over-reliance on suspension as a response to students' inappropriate behavior and, instead, encourages schools to develop responses that limit the amount of time students are out of class. Suspension remains an option, but only as a last resort in cases of extreme behaviors that significantly disrupt the learning environment or threaten the well-being of the school community. As an alternative, and, oftentimes a complement to suspensions or other consequences, Frontier has developed a range of interventions designed to enable students to reflect on their behavior and develop more productive choices for the future. This work is a coordinated effort, shared by Student Support Services and the assistant principal.

Interventions are a broader, more comprehensive response, ones that could include the assigning of consequences, but are not limited to it. Again, the intent here is to achieve a better balance between holding students accountable for their behavior and supporting them to find ways to make better decisions in the future. Lastly, equity advancement refers to Frontier's ongoing work to ensure that both school-wide and classroom climates are safe and inclusive. The foundation of this work is the acknowledgment that bias can privilege some individuals and groups over others. Advancing social justice allows Frontier to create a learning environment that welcomes and supports all members of the school community.

Upon termination or graduation from school, every student should have the right to review their school records. Only academic and attendance information on record should be released to requesting agencies and institutions by the school and only with the approval of the student and/or their parents/guardians. The school will release only those items of record which parents and/or students specifically request and this only to specified persons or institutions.

Local schools should establish a clearly defined procedure for the consideration of student problems and the processing of student complaints. This procedure should be developed cooperatively between the students and professional staff and students should be guaranteed the right of Due Process.

As a component of a comprehensive safe school plan, video surveillance, with or without audio capability, may be used in the common areas of the school and on school buses to maintain the security of students, staff members, and visitors. Surveillance equipment may or may not be monitored at any time. Video recordings may be used for disciplinary purposes. To protect the confidentiality of all students, only school personnel may view video recordings that include more than one student. Law enforcement representatives in the course of a criminal investigation may view video recordings.

AGE OF MAJORITY

When a student reaches the age of majority (18), the student is afforded all the rights and privileges of adulthood. It is imperative that the student who reaches this status recognizes that schools have been given the right to establish reasonable rules regarding their operation. A student attending school, regardless of age, is covered by school committee policies. An 18-year-old student's responsibility does not change upon reaching the age of majority.

DUE PROCESS

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- Student shall be given notice of charges, orally and/or in writing.

- Evidence that was obtained shall be explained to the student.
- Students will be given the opportunity to present their side of the story.
- All efforts will be made to make sure that discipline is fundamentally fair and consistent.
- The greater the charges, the greater the due process rights will be afforded to the student.

It is hoped that this can be accomplished in an atmosphere of relative calm, but it is to be expected in some cases, because of emotional considerations, this will not be possible. In those cases, the person in charge shall make a reasoned judgment of what is the best course of action to be taken that preserves sound educational objectives.

STUDENT DUE PROCESS RIGHTS

DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½, the school shall provide the student and parent/guardian with written and oral notice of the proposed suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

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

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

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

DUE PROCESS FOR SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

PRINCIPAL HEARING

The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will determine whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of their determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other schoolwork as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

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

DUE PROCESS FOR LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

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

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

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing
- Set out key facts and conclusions reached by the principal
- Identify the length and effective date of the suspension, as well as a date of return to school

- Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information
- Inform the student of the right to appeal the principal's decision to the superintendent or their designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

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

DUE PROCESS FOR SUSPENSIONS: APPEAL OF LONG-TERM SUSPENSION

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

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

DUE PROCESS FOR SUSPENSIONS: EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H AND 37H½

- The due process procedures above do not apply to a) possession of a dangerous weapon; b) possession of a controlled substance; c) an assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with

respect to such felony if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, §§37H or 37H½.

- The principal will inform the student of the specific charges in writing, informing the student of the right to be represented by counsel (at the student's expense) and the right to provide evidence and question witnesses, on the proposed hearing date.
- The student may appeal the principal's expulsion determination to the superintendent of schools within ten (10) days of notification of the expulsion.
- The superintendent may uphold, reduce, or reverse the disciplinary action after the appeal hearing. Note that a failure to make an appeal to the superintendent within the ten (10)-day period will exhaust any further right of appeal.
- All students who have been suspended or expelled who remain residents of the district shall have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities.
- If the superintendent upholds the expulsion decision, if the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. Special Education laws require that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Educational Program (IEP). The following additional requirements apply to the discipline of special needs students:

- If a student with documented special needs is suspended for more than 10 cumulative days for the same type of offense, a "manifestation determination" hearing must be conducted. This hearing must be conducted within 10 school days of the decision to suspend the student or change their placement. Relevant TEAM members must be present at this hearing.
 - **Conduct a manifestation of the disability:** If the TEAM determines that the conduct that resulted in the suspension or change in placement is the result of the student's disability, the student will be returned to their original placement and receive a functional behavioral assessment and/or other interventions designed to prevent a recurrence of the conduct.
 - **Conduct that is not a manifestation of the disability:** If the TEAM determines that the conduct is NOT a manifestation of the student's disability, the regular school discipline procedures will be used. However, a district will provide educational services during the time of a long-term (longer than 10 days) suspension

SPECIAL CIRCUMSTANCES

Regardless of Manifestation, school officials may remove a student for 45 school days for the following reasons:

- The student carries or possesses a weapon at school, on the premises or at school functions.
- The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school, on school premises or at school functions.
- If the student has inflicted *serious bodily injury* while at school, on school premises, or at a school function. Serious Bodily Injury is:
 - Substantial risk of death
 - Extreme physical pain
 - Protracted/obvious disfigurement
 - Protracted loss or impairment of function of a bodily member, organ or mental faculty.

DISCIPLINE OF STUDENTS ON 504 PLANS

Students are expected to meet the expectations for behavior identified in the school handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

- Is the misconduct the result of failure to implement the student's 504 Plan?
- Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written, and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES⁹ (IEP/SECTION 504)

Procedures for suspensions of students with disabilities when suspensions exceed ten (10) consecutive school days, or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district:

- A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
- When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent/guardian and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."
- If district personnel, the parent/guardian, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals
 - As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
- Interim alternative educational setting. 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 school days:
 - On its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances.
 - On the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure himself or others.
- Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504 and provides services to address the problem behavior.

⁹ As identified under the IDEA/M.G.L.c.71B or Section 504

- If district personnel, the parent/guardian, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when they have been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents/guardians and district agree otherwise, or the hearing officer orders a new placement.
- Not later than the date of the decision to take disciplinary action, the school district notifies the parents/guardians of that decision and provides them with the written notice of procedural safeguards. If the parent/guardian chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

PROCEDURAL REQUIREMENTS APPLIED TO STUDENTS NOT YET DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION.

- If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - The parent/guardian had expressed concern in writing.
 - The parent/guardian had requested an evaluation.
 - District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed ten consecutive school days, or a pattern has developed for suspensions exceeding ten cumulative days; responsibilities of the Team; responsibilities of the district.

- A suspension of longer than ten consecutive days or a series of suspensions that are shorter than ten consecutive days but constitute a pattern are considered to represent a change in placement.
- When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent/guardian, and other relevant members of the Team, as determined by the parent/guardian and the district, convene within ten days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."
- If district personnel, the parent/guardian, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals; and b. as appropriate, a

functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

- Interim alternative educational setting. 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 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure themselves or others. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504, and provides services to address the problem behavior.
- If district personnel, the parent/guardian, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when they have been placed in an interim alternative educational setting, the student returns to the original placement unless the parent/guardian and district agree otherwise, or the hearing officer orders a new placement.
- Not later than the date of the decision to take disciplinary action, the school district notifies the parent/guardian of that decision and provides them with the written notice of procedural safeguards. If the parent/guardian chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent/guardian and the school district agree otherwise.

PROCEDURAL REQUIREMENTS APPLIED TO STUDENTS NOT YET DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION.

- If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: a. The parent/guardian had expressed concern in writing; or b. The parent/guardian had requested an evaluation; or c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent/guardian has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
- If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

DUE PROCESS FOR DISCIPLINE AND SUSPENSION

Infringements of standards of behavior may result in suspension from the school in accordance with applicable state and federal laws/regulations and court decisions. The principal of each school will implement specific procedures for imposing suspensions, conferring with parents/guardians, and readmitting and counseling suspended students.

A suspension may be imposed for behavior which includes, but is not limited to, when a student’s behavior creates a threat to their own or others safety such as fighting, committing an assault on another, stealing, vandalism, possession/sale/attempted sale of alcohol or any controlled substances or bomb threats, lewd or threatening behavior or language. In cases of repeated violations of other code of

conduct rules, suspension may be imposed after other attempts have been made to resolve the problem. Additionally, suspensions may also be imposed for the violation of rules set forth in this handbook.

In cases involving possession of weapons, possession of controlled substances or assault upon a staff member, a student may be subject to immediate expulsion.

Union 38 adheres to the provisions of Massachusetts General Laws Chapter 71, sections 37H, 37H1/2 and 37H3/4 as well as 603 CMR 53.00, et seq.

SUSPENSION DEFINITIONS

- Short Term, In-School Suspension is the removal of a student from regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a suspension.
- Short Term, Out-of-School Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a suspension.
- Long-Term Suspension is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long-term suspension can occur after ten (10) or more cumulative or consecutive school days of in-school suspension, as well as out-of-school suspension. A long-term suspension may be served in school. Except for M.G.L. c. 71, sects. 37H and 37H1/2 offenses, a long-term suspension may not be imposed for more than ninety (90) school days in a school year and does not extend from school year to school year.
- Emergency Removal is a brief removal of a student from the school premises and regular classroom activities for no more than two (2) school days following the date of the emergency removal when the continued presence of the student poses a danger to persons or property.
- Principal refers to the principal or their designee. Superintendent refers to the superintendent or their designee.

SUSPENSION PROCEDURES

SHORT-TERM IN-SCHOOL SUSPENSION

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

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge; the principal shall provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent the above described meeting, if such meeting has not already occurred.

SHORT-TERM, OUT-OF-SCHOOL SUSPENSION

Procedures for a short-term, out-of-school suspension (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.) The principal, or their designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, or the suspension/expulsion is pursuant to M.G.L. c. 71, sect. 37H or 37H 1/2, the student will receive the following prior to a short-term suspension:

- Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - The disciplinary offense
 - The basis for the charge
 - The potential consequences, including the potential length of the suspension
 - The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident
 - The date, time, and location of the hearing
 - The right of the parent/guardian and student to interpreter services at the hearing
 - If the student may be placed on a long-term suspension following the hearing with the principal
 - The rights set forth under the "Procedures for Long-Term Suspension"
 - The right to appeal the principal's decision to the superintendent
- At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notice the student and parent/guardian in writing of their decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
- If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent/guardian. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent/guardian. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the

information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or their designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H, §37H1/2 and 37H3/4. The School Committee may also exclude students pursuant to M.G.L. c. 76, § 17.

- In the event of a long-term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - The disciplinary offense
 - The basis for the charge
 - The potential consequences, including the potential length of the suspension
 - The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident
 - The date, time, and location of the hearing
 - The right of the parent/guardian and student to interpreter services at the hearing
- The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
- The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
- At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
- The parent/guardian, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
- The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent/guardian in writing of their decision, including the following information:
 - The disciplinary offence, the date on which the hearing took place, and the participants in the hearing
 - The key facts and conclusions reached by the principal

- The length and effective date of the suspension and the date of return to school
- The notice the student's opportunity to receive education services to make academic progress during the suspension
- The student's right to appeal the principal's decision to the superintendent or their designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
- The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
- The Superintendent shall make a good-faith effort to include the parent in the hearing.
- The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent/guardian upon request.
- All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
- The Superintendent shall issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- The decision of the superintendent shall be the final decision of the school district.
- If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

CORPORAL PUNISHMENT

In accordance with state law, "The power of the school committees or of any teacher or other employee or agent of the committees to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student."

Nothing in this policy shall be interpreted as preventing a teacher or other employee or agent of the school committees from using reasonable force as is necessary in the following situations: to protect themselves from assault by a student, to protect other students and staff members from violent aggressive acts of students, or to prevent a student from harming themselves. The superintendent will issue regulations regarding staff training in the proper uses and limitations in the use of physical restraint.

PHYSICAL RESTRAINT, BEHAVIOR SUPPORT, & EXCLUSIONARY TIME-OUT POLICY

PURPOSE

This document includes Frontier Regional and Union 38 Schools restraint prevention and behavior support procedures that are consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. These procedures will be reviewed annually by the administration and be provided to program staff. Families can access the policy and procedures on the district website. Additional information for parents/guardians on positive behavioral supports, restraint prevention, and the use of restraint solely as an emergency procedure is included in the student/family handbook, on our school's website, and in the resource section below. At any time, parents/guardians are encouraged to contact the school with information, questions, and concerns regarding their child's programming.

Definitions of important terms are included at the end of this procedure document and may be useful in its interpretation. Language translations of policies, procedures, and forms will be made available.

METHODS

METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING INDIVIDUAL CRISIS PLANNING AND DE-ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH AN INDIVIDUAL STUDENT

SCHOOL-LEVEL SUPPORTS

The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior, and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. In addition, the school-level crisis team will participate in professional development focused on preventative measures to prevent student violence, self-injurious behavior, and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional, and behavioral progress monthly at the Student Support Team meeting (SST) and/or leadership team meeting to plan interventions and supports for students. The monthly meetings will include school counselors, school nurse, administration, and if necessary, the school psychologist as a resource to plan appropriate interventions and supports for the students.

Each school has a student in-crisis support team, which includes the administrative team, school counselors, nurse(s), and school psychologist when necessary. All members of the school's crisis team will receive more intensified training to prevent and respond to student crisis.

For any student with a history of significant emotional/ behavior concerns including at-risk behavior (harm to self and/or others) and/or a student who required a physical restraint, repeated physical escort, or repeated exclusionary timeouts, the Team will develop a safety behavior intervention plan or crisis plan. The plan will include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least twice monthly), etc. for the purpose of assessing progress and making necessary adjustments. Teams can request a functional behavioral assessment (FBA) or safety assessment and can refer to outside agencies if needed. Each school has a functioning SST, which meets monthly (or more as needed) to discuss individual students and/or groups of students demonstrating problem behavior and mental health concerns. The team should include an administrator, teachers, school counselor, school psychologist, and, if necessary, may include an outside agency representative. School staff should utilize the school district's various tools to help students who are exhibiting aggressive behavior.

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

- **Remain calm.** To possibly help prevent the likelihood of a student experiencing distress from escalating their behavior, use a neutral and level tone of voice, control one's facial expressions, and use a supportive non-threatening body language.
- **Obtain assistance.** Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team, and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
- **One person speaks.** To minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating their behavior, having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the situation.
- **Remove student if possible.** The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area to de-escalate should be considered.

- **Remove other students.** If it is not feasible to have a student experiencing distress move to a more private and safe area to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates

METHODS FOR ENGAGING PARENTS/GUARDIANS AND YOUTH IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE

The principal will provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed, and/or any other related matters. Additionally, the school counselor/psychologist should also follow up with the student and their family regarding behavioral supports.

Physical restraint is an emergency procedure of last resort. There are many strategies/programs used at our schools to foster social-emotional learning, behavioral regulation, and skill development. These strategies and programs form a continuum of supports within our multi-tiered system of supports, ranging from widely used classroom strategies (Tier 1), specific and targeted classroom supports for individuals or small groups (Tier 2), and intensive and individualized supports (Tier 3). Tiered methodologies used are designed to overlap and can increase/decrease in intensity depending on students' skill development and social/emotional/behavioral needs. Using tiered supports fluidly and consistently is foundational to reducing the need for physical restraint and/or exclusionary time-out rooms.

EXAMPLES OF TIER 1 STRATEGIES/SUPPORTS

- Responsive Classroom
- Relationship Building
- Second Steps Curriculum
- Positive Behavior Feedback
- Zones of Regulation
- Trauma Sensitive School Training
- Inclusionary Time-Out
- Collaborative and proactive solutions
- Sensory Breaks
- Mindfulness
- Yoga
- Walking Breaks
- S'cool Moves
- Journal For feelings

EXAMPLES OF TIER 2 STRATEGIES/SUPPORTS

- Social Skills Groups
- Zones of Regulation Groups
- Sensory Breaks
- Student Support Teams
- Inclusionary Time-Out
- Behavioral Conference/Collaborative and Proactive Solutions

EXAMPLES OF TIER 3 STRATEGIES/SUPPORTS

- Individualized Functional Behavior Assessment and Behavior Support Plan
- Individualized Counseling
- Individualized Crisis Planning
- Strategic Breaks/Exclusionary Time-Out
- Escorting to Self-Regulate/Calm, Process, and Skill Building

USE OF TIME-OUT ROOM AS AN ALTERNATIVE TO PHYSICAL RESTRAINTS

Time-out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. Time-out can either be inclusionary or exclusionary (see [Definitions](#) for more information). When a student is exhibiting behavior that poses a danger to self or others and an exclusionary time-out has been implemented, reasonable efforts will be made to orally notify a parent/guardian by the end of the day. If an escort is needed, trained staff will carry out the procedure and reasonable efforts will be made to orally notify a parent/guardian by the end of the day as well. Before the school uses a time-out room as a behavioral support strategy for a student with a disability, the IEP Team, including the student's parents or guardians, will carefully consider the advantages and disadvantages of such a behavior support strategy for the specific student and any alternatives that may be effective for the student. For students without IEPs, such discussions should occur between school personnel and the student's parents or guardians before the time-out room is used as a behavioral support strategy. A functional behavioral assessment may assist with selecting the appropriate behavior interventions for students with and without disabilities.

- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. At no point will a door be locked or obstructed.
- A staff member must continuously observe the student during an exclusionary time-out. Staff shall be with the student or immediately available to the student at all times. If the door is closed, the window must allow for observation of the student anywhere in the room. A school counselor or another behavioral support professional should also be immediately available to the student and provide support to help the student calm.
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.
- Exclusionary time-out shall end as soon as the student has de-escalated/calmed.
- The staff implementing the exclusionary time-out in a time room will have completed competency-based in-depth training.
- The space used for exclusionary time-out must be clean, safe, and sanitary, have appropriate lighting and ventilation, have a safe place for students to sit and be appropriate for the purpose of calming.
- For any exclusionary time-out that may last longer than 30 minutes, programs must seek approval from the principal for the continued use of time-out. It is recommended that the principal be contacted at the 20-minute mark of an exclusionary time-out. The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. The administrator will contact the family at this point. The principal may want to consult with the student's parents or guardians, the student's support team, the school psychologist, or other relevant school personnel when deciding whether further use of the time out room should be authorized.
- Once the team has responded and use of an exclusionary time-out increases the magnitude and/or frequency of the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other resources will be accessed, and parents will be notified.
- Staff will follow the school protocols for debriefing with the student after the use of the time out room as a behavior support strategy. Protocols should address how, when and with whom the student debriefs.

- Debriefs allow the student to provide insight into the underlying causes of the behaviors, helps the student identify their feelings, discuss what de-escalation strategies may work better for them in the future, and together identify strategies that might have helped avoid the worsening of behavior.
- Staff will debrief as a team after exclusionary time out is prompted to identify what could have been done differently, develop strategies for addressing similar incidents in the future and discuss ways to stay regulated in stressful situations.

SAFE USE OF RESTRAINT IN EMERGENCY SITUATIONS

- Mechanical restraint, medication restraint, and seclusion are prohibited in public education programs.
- Physical restraint, including prone restraint, are considered an emergency procedure of last resort and can only be used when a student's behavior poses a threat of assault, or imminent serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
- Physical restraint will only be implemented by staff who have completed an approved in-depth training. Only restraints taught in an in-depth competency-based training program may be used.
- Staff shall attempt the least restrictive and safest method possible. More restrictive methods should only be used if less restrictive methods have failed or have been deemed inappropriate to the situation.
- Prior to the use of restraint, staff have reviewed and considered any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student prior to the implementation of restraint.
- Restraint cannot be used if it is medically contraindicated (e.g., asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting). Student's IEP teams should meet to discuss available alternatives if restraint is not medically allowable for a student. The Physical Restraint Safety Checklist will be completed to document the medically contraindicated conditions.
- The amount of force used should be the minimum necessary to protect the student and others from harm.
- All physical restraint must end as soon as the student is no longer an immediate danger to themselves or others. Additionally, a restraint must be stopped immediately if the student indicates that they cannot breathe, or if the student expresses or is observed to be in severe physical distress, such as having difficulty breathing or sustained or prolonged crying or coughing. If that occurs, school staff should take steps to seek medical assistance immediately.
- Whenever possible, there should be multiple staff present during a restraint to perform specific roles. Team intervention is safer for all those involved and is more likely to give the student the impression that "we are here to help you and keep you safe." Team members perform specific roles such as a team leader, a timekeeper, and a recorder.
- If it appears that a student may need to be restrained for more than 20 minutes, program staff members must obtain the approval of the principal before continuing restraint beyond 20 minutes. It is recommended that the principal be notified at the 10-minute mark of the restraint. Before making a decision on the extension, the principal must be informed of all critical details regarding the restraint of the student, including the type of restraint and the student's behavior and condition during the restraint, so that they may determine whether continued restraint is justified based on the student's continued agitation.
- No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration. Restraint methods should not prevent normal breathing or speaking. If the student demonstrates any significant

physical distress, such as breathing difficulties, the restraint must be ended immediately, and medical assistance should be sought.

- After the release of a student from a restraint, implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, student checked by nurse, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.
- Prone restraints (i.e., a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the facedown position) are only permissible under the following circumstances:
 - The student has a documented history of repeated, serious self-injuries or injuries to others.
 - A licensed physician has documented that there are no contraindications.
 - A licensed mental health professional has documented that there are not psychological or behavioral contraindications.
 - The building principal has approved its use in writing.
 - Other restraints have been attempted and have not been successful in ensuring the safety of the student and others.
 - Staff implementing the restraint have successfully completed the in-depth training.

STAFF TRAINING

- All staff must complete training on the safe use and prevention of restraint, education on the trauma restraints can cause, and behavior support policy. This training must be completed within one month of employment. New staff beginning work after the start of the school year must receive the same training within one month of the start of their employment.
- General training for all staff must cover information (consistent with 603 CMR 46.04(2)) on the role of the student, family, and staff in preventing restraint. Interventions that could be used to preclude the need for restraint including de-escalation techniques and other alternatives are emphasized in this training.
- The principal must identify program staff who will receive in-depth training in the use of physical restraint along with self-regulation and co-regulation skills. These individuals will serve as a school-wide resource to assist others and to help ensure the proper administration of physical restraint. Staff that works directly with students with a documented history of unsafe behavior and other staff identified as members of school-based crisis intervention teams will receive in-depth competency-based training. Refresher training must be held annually.
- The in-depth training must be provided by an instructor who has been certified in the crisis intervention program in use in Frontier Regional and Union 38 Schools. Any employee whose duties are primarily related to maintaining school safety (e.g., school resource officers) should be included in the in-depth training.

DOCUMENTATION, NOTIFICATION, AND REPORTING REQUIREMENTS FOR RESTRAINTS AND EXCLUSIONARY TIME-OUT ROOMS

- All schools will maintain physical restraint documentation for any student who has had a physical restraint on the district approved Physical Restraint and Time-Out Room Reporting Form.
- All Schools will maintain a time-out room log for any student that uses the time-out room for calming.
- The principal or designee should notify the student's parents or guardian verbally by the end of the day of the restraint and/or exclusionary time-out room use or student/other students removed from the classroom and in writing (a copy of the physical restraint report form) by mail postmarked no later than three school working days. Written notification can also be provided through an email address provided by the parents/guardians for the purpose of communicating about the student.
- Contents of the districts written report include:

- The name of the student and the names and job titles of the staff who administered the restraint, or supervised the exclusionary time-out room; date of the restraint and/or exclusionary time-out; time the restraint and or exclusionary time-out in the time-out room began and ended; the name of the principal or designee who was verbally informed following the restraint and/or exclusionary time-out room use; and, if applicable, the name of the principal or designee who approved the continuation of the restraint and/or time-out room use beyond 20 minutes.
- A description of the activity in which the restrained/excluded student and other students/staff in the same room or vicinity were engaged immediately preceding the use of physical restraint and/or time-out room; the behavior that prompted the restraint/exclusion; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternative to restraint and/or exclusionary time-out room use that were attempted; and the justification for initiation physical restraint.
- A description of the restraint including the holds used and the reasons holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further actions(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents/guardians to discuss with school officials the administration of the restraint and/or exclusionary time-out room use, any consequence that may be imposed on the student, and any other related matter, including trauma assessment/counseling for the student.
- Episodes involving multiple restraints will be recorded as a single incident with start and end times inclusive of all restraints imposed during the episode and should be categorized according to the most restrictive hold.
- Copies of the completed restraint and exclusionary time-out room reporting forms should be:
 - Filed in the student's file with a copy sent to appropriate personnel at Central Office.
 - Restraint reporting forms are sent to principals who will send them to the DESE at the end of the school year.
 - If any restraint-related injury occurs to a student or program staff member, the Student/Staff Restraint Injury Report should be sent to the DESE within three working days along with copies of any restraint reporting that were kept at that school or program for the 30 days prior to the incident.
 - Principals are required to conduct weekly reviews of restraint and time-out room use data. If the principal identifies a student or students who have been restrained and/or excluded in the time-out room multiple times during the course of the week, the principal shall convene a team to assess the restrained/excluded student's progress and needs and to create/update student action plan.

PERIODIC REVIEW OF DATA AND DOCUMENTATION ON THE USE OF PHYSICAL RESTRAINTS, ESCORTS, AND EXCLUSIONARY TIME-OUTS

- All restraints conducted during the school day will be documented.
- Each principal should be notified of restraint or exclusionary time-out as soon as possible and by written report no later than the next school working day.
- Each principal shall identify a building-based review team (or teams) to review incidents of physical restraint and exclusionary time-out (not otherwise and already identified as a calming strategy on an approved BSP). The review team will discuss and assess the written reports for each individual student identified, consider comments provided by students and parents/guardians, and analyze the circumstances leading up to each restraint in order to consider factors that may have contributed to the escalation of behaviors and alternatives that could be used in the future. The goal of the review team is to reduce or eliminate the use of restraint and exclusionary time-outs in the future. A written plan of action for students discussed will be agreed on by this team.

- The principal must review any individual restraint data weekly to analyze circumstances leading up to each restraint or exclusionary timeout, including factors such as time of day, day of the week, antecedent events, and individuals involved. De-escalation techniques and appropriate alternative interventions used will be reviewed at this time with the goal of reducing or eliminating future incidents of physical restraint or exclusionary time-out. Monthly meetings chaired by the principal must also be held to evaluate school-wide data (Individual Restraint Review Record and Monthly Restraint Data Review).

RECEIVING AND INVESTIGATING COMPLAINTS REGARDING RESTRAINT AND EXCLUSIONARY TIME-OUT ROOM PRACTICES

A complainant who believes that they or someone else has been subject to improper use of physical restraint and/or exclusionary time-out room use may first discuss their concerns with the building principal in an attempt to resolve the matter informally. If the complainant is not successful in achieving a resolution that is satisfactory to the complainant within ten calendar days, or if the complainant wishes to bypass the informal process, they may notify the superintendent of schools that they would like to file a formal grievance. This must be filed within 90 calendar days after the complainant becomes aware of the alleged improper use of physical restraint and/or time-out room use. (Processing of allegations of improper use of physical restraint and time out room which occurred before this grievance procedure was in place will be considered on a case-by-case basis.)

To file a formal grievance the complainant must inform the superintendent of schools in writing and must include:

- The name and address of the person filing, and a brief description of the alleged improper use of physical restraint and/or time-out room use, including the date the action occurred and the name(s) of the person(s) believed to be responsible.
- Upon receiving the complaint, the superintendent or their designee will conduct an investigation with respect to all timely filed complaints. This investigation procedure contemplates informal but thorough and impartial investigations, affording all interested persons and their representatives an opportunity to present witnesses and other evidence relevant to a complaint.
- The district will provide a prompt and equitable resolution, including taking steps to prevent the recurrence of any improper physical restraint and/or time-out room use that it finds has occurred, and to correct the effects of such improper physical restraint or exclusionary time-out on the complainant and others, if appropriate. The superintendent of schools or their designee will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 30 calendar days after the complaint was filed.
- A complainant who is dissatisfied with the resolution can request a reconsideration of the case. The request for reconsideration must be made in writing to the superintendent of schools within ten calendar days after the complainant's receipt of the written determination. The district will consider the request for reconsideration within 60) days after the district's receipt of the request.

DEFINITIONS

- **Behavior Support Plan (BSP)** . A plan that assists a member in building positive behaviors to replace or reduce challenging/dangerous behavior. This plan may include teaching, improved communication, increasing relationships, using clinical interventions, etc.
- **Emergency Procedure of Last Resort.** The use of restraint as a last resort means that other methods of de-escalation and/or behavior support than have been unsuccessful, or would be inappropriate, and the student represents an imminent danger to self or others.
- **Exclusionary Time-Out.** A staff-directed behavioral support where the student is separated from the rest of the class either through complete visual separation or by actual physical separation. Exclusionary time-out should only be used when the student is displaying behaviors that present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for

incidents of misbehavior that are no longer occurring. Exclusionary time-out spaces include rooms designed exclusively for calming, other classrooms, or cubicle spaces.

- **Functional Behavioral Assessment (FBA).** A process that identifies specific target behavior(s), the purpose of the behavior(s), and what factors maintain the behavior(s) that interfere with the student's educational progress.
- **Inclusionary Time-Out.** When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. Inclusionary time-out occurs in the student's classroom.
- **Physical Escort.** A temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. This is not considered a restraint. However, if the escort is performed against the active resistance of the student to go with the staff person, the procedure is considered a restraint and will be documented as such.
- **Physical Restraint.** Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety; providing physical guidance or prompting when teaching a skill; redirecting attention; providing comfort; or a physical escort. Physical restraint is allowed as an emergency procedure of last resort.
- **Prone Restraint.** A physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:
 - The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
 - All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others.
 - There are no medical contraindications as documented by a licensed physician.
 - There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
 - The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1) (b), and such use has been approved in writing by the principal and supervisor of ABA services.
 - The program has documented 603 CMR 46.03(1)(b)1-5 in advance of the use of prone restraint and maintains the documentation.
- **Seclusion.** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02. Seclusion restraint is prohibited.
- **Self-Regulation.** The ability to respond to the ongoing demands of an experience using a range of emotions and behaviors that are socially tolerable and sufficiently flexible to permit spontaneous expected reactions as well as the ability to delay spontaneous reactions as needed.
- **Time-Out.** A behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During a time-out, a student must be continuously observed by a staff member. The space for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.
- **Verbal De-escalation.** Tactics that are non-physical skills used to prevent a potentially dangerous situation from escalating into a physical confrontation or injury.

RESOURCES

- [DESE Restraint and Time out Training Video](#)
- [Prevention and Use of Physical Restraint Published by DESE January 2016](#)
- [Technical Assistance From DESE](#)
- [Positive Behavioral Interventions and Supports](#)
- [Collaborative and Proactive Solutions](#)
- [Social Emotional Principles of Learning](#)
- [Trauma-Informed Care](#)
- [Pyramid Model](#)

FORMS

- [Physical Restraint and Time Out Room Reporting Form.](#)
- [Time Out Room Log](#)
- [Monthly Restraint Data Review](#)

CIVIL RIGHTS AND COMPLAINTS PROCEDURES¹⁰

COMPLAINT PROCEDURES FOR ALLEGATIONS OF DISCRIMINATION

The Frontier Regional and Union 38 schools do not unlawfully discriminate on the basis of race, color, creed, national origin, age, religion, gender, gender identity, sexual orientation, homelessness, or disability or any other legally protected classification in admission to, access to, or treatment by its programs and activities. Any member of the district community who believes that the district or a member of the district community has violated Titles VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Education Amendments of 1972 (sex), Massachusetts General Laws Chapter 76 Section 5 (sexual orientation, gender identity, race, color, sex, religion, national origin), Massachusetts General Laws Chapter 151C (race, religion, national origin, creed, color), the Equal Educational Opportunities Act of 1974 (race, color, sex, national origin), Section 504 of the Rehabilitation Act of 1973 (disability), Title II of the Americans with Disabilities Act of 1990 (disability), the Individuals with Disabilities Education Improvement Act of 2004 (disability), the McKinney-Vento Federal Assistance Act of the No Child Left Behind Federal Law (homelessness), or the Age Discrimination Act of 1975 (age) may file a complaint in accordance with this complaint procedure. A violation may consist of discrimination or harassment because of one's race, color, national origin, sex, sexual orientation, disability, and/or age. The school district policy on "Sexual Harassment of Students" provides more information about sexual harassment. If discrimination is determined to have occurred, the district will take prompt steps to prevent further occurrence

This complaint procedure does not preclude informal resolution or restrict the complainant to file, at any time, a formal complaint with the State and Federal agencies or to seek private counsel for complaints alleging discrimination, including harassment. For more information about the district's efforts to comply with the above laws, or to file a complaint, please contact:

Sarah Mitchell
Frontier Regional High School

¹⁰ Titles VI, VII Civil Rights Act of 1964. Title IX of the Education Amendments of 1972. Equal Educational Opportunities Act of 1974. Age Discrimination Act of 1975. Section 504 of the Rehabilitation Act of 1973. Title II of the Americans with Disabilities Act of 1990. Individuals with Disabilities Education Improvement Act of 2004

Harassment Officer
Deerfield, MA 01373
Tel. (413) 665-1155

District community includes, but is not limited to, all students, district employees, contractors, unpaid volunteers, and other visitors.

District employee includes, but is not limited to, all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, crossing guards, school board members, and agents of the district.

Harassment means verbal or physical conduct on the basis of race, color, religion, national origin, sex, age, sexual orientation or disability, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment

The following is not intended as an inclusive list of conduct that may violate this policy:

- Disability Harassment: Unwelcome verbal, written, or physical conduct directed at a person based on their disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.
- Gender Identity Harassment: Unwelcome verbal, written, or physical conduct directed at a person based on their gender identity, including derogatory comments, insults, hostile acts, nicknames, and taunting that creates an intimidating, hostile, degrading, humiliating or offensive environment.
- National Origin Harassment: Unwelcome verbal, written, or physical conduct directed at a person based on their national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status, or manner of speaking.
- Racial Harassment: Unwelcome verbal, written, or physical conduct directed at a person based on their race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.
- Religious Harassment: Unwelcome verbal, written, or physical conduct directed at a person based on their religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.
- Sexual Orientation Harassment: Unwelcome verbal, written, or physical conduct, directed at a person based on their actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.
- Hate Crime: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, gender identity, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat, bodily harm, physical intimidation, or damage to another's property.
 - Indicators that a crime may constitute a hate crime include:
 - Use of racial, ethnic, religious or anti-gay slurs.
 - Use of symbols of hate, such as a swastika or burning cross.
 - Similar behavior toward others who are members of the same protected class.
 - The perpetrator's protected class is different from the victim's.

- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender, gender identity or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

CONFIDENTIALITY AND NON-RETALIATION

CONFIDENTIALITY

The district recognizes that the complainant and the person alleged to have discriminated have strong interests in maintaining the confidentiality of the complaint and related information. The privacy of all of the parties, including witnesses, will be respected as much as possible, consistent with the district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

RETALIATION

No member of the district's community may retaliate against any person who reports alleged discrimination or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination. It is possible to conclude that retaliation has occurred even if no violation is found in regard to the underlying complaint of discrimination.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation may be redressed through application of the same reporting, investigation, and enforcement procedures as for discrimination. In addition, a person who knowingly makes a false report may be subject to the same action that the district may take against any other individual who has been found to have discriminated. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated, or which did not rise to the level of discrimination.

PROCESS

INFORMAL PROCESS

A complaint may be resolved through a voluntary conversation between the complainant and the party alleged to have discriminated. The conversation will be facilitated by the building administrator. If the building administrator is the party alleged to have discriminated, the superintendent will appoint the facilitator.

If the complainant or the party alleged to have discriminated is a student under the age of 18, the facilitator will notify the student's parent/guardian if, after initial consultation with the student, it is determined to be in the best interest of the student. Both the complainant and the party alleged to have discriminated may be accompanied by a person of their choice for support and guidance.

If the complainant and the party alleged to have discriminated feel that a resolution has been achieved, the conversation may remain confidential, and no further action will need to be taken. The facilitator will report the results of the informal resolution, in writing, to the superintendent.

If the complainant, the party alleged to have discriminated, or the district elects not to utilize the informal process, or feels that the informal process is inadequate or has been unsuccessful, the complaint may proceed to the formal process. Any complaint against a district employee must be addressed through the formal process.

FORMAL PROCESS

Step 1. A complainant or their designated representative (complainant) should file a written complaint with the director of student and family engagement, or the superintendent if the director of student and

family engagement is the subject of the complaint, as soon as possible following the alleged discriminatory incident. Upon request, the harassment officer or a person designated by the superintendent will assist the complainant in writing the complaint. The written complaint must detail the facts and circumstances of the incident.

The written complaint will be kept in a centralized and secure location. If a student under the age of 18 is involved, the districts will notify their parent/guardian immediately, unless, after consultation with the student, notification is determined not to be in the student's best interest.

Step 2. The director of student and family engagement will investigate the written complaint. If the director of student and family engagement is the subject of the complaint, the superintendent will appoint an impartial investigator to conduct the investigation. All parties will be given full and fair opportunity to present information relevant to the issues raised under the complaint.

The investigation may include personal interviews with the complainant, the person alleged to have discriminated, and any other individuals who may have knowledge of the alleged incident or circumstances giving rise to the complaint. In determining if alleged conduct constitutes discrimination, the investigator will consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred. The determination will be based on all the facts and surrounding circumstances. The districts may take immediate steps, at its discretion, to protect the complainant, the person alleged to have discriminated, witnesses, and district employees pending completion of the investigation.

In a timely manner, the investigation will be completed and a written report will be made to the superintendent. The report will indicate if the complaint has been substantiated as factual and if there are violations of districts' policies, and it will include recommendations for addressing the violations.

If the superintendent is the subject of the written complaint, the written report will be made to the superintendent's alternate, who is the chair of the Regional School Committee.

Step 3. Following the investigation, the districts will take appropriate action in all cases in which a complaint has been substantiated as factual. Any person who is determined to have discriminated shall be subject to action including, but not limited to, warning, suspension, exclusion, expulsion, education, or counseling. Action taken will be consistent with the requirements of any student handbook policy, state and federal law, and due process protections for students with disabilities. As applicable, the district will provide a report of the investigation to the educator licensure unit of the Massachusetts Department of Education.

Step 4. The superintendent (or the director of student and family engagement) will maintain the complaint file in their office. They will provide a written report to the party alleged to have discriminated in a timely manner after receipt of the investigator's recommendation. The report will indicate whether (a) the complaint has been substantiated as factual, and (b) there was a violation of district policy. If there was a policy violation, the district will take appropriate action. They will also inform the complainant of the outcome of the investigation, i.e., whether it was substantiated or unsubstantiated.

APPEAL PROCESS

If the complaint is not resolved satisfactorily following Step 4 of the formal procedure, either the complainant or the party alleged to have discriminated may request, in writing, within seven business days of being informed of the outcome that the superintendent (or the director of student and family engagement) reconsider the outcome of the investigation. The superintendent (or the director of student and family engagement) may, in their discretion, reopen the investigation and reconsider the outcome or consider the matter closed.

If the superintendent investigated the initial complaint, or if the initial complaint was filed against the superintendent, a person other than the Superintendent or the director of student and family engagement will conduct the appeal process.

ALTERNATE COMPLAINT PROCEDURE

In addition to filing a complaint through the districts' complaint procedure, or in place of utilizing the districts' complaint procedure, a person may elect to exercise other options, including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit.

OUTSIDE AGENCIES

A complaint by a student, employee, or applicant for employment in which the complainant alleges discrimination on the basis of sex, race, ethnic origin, or disability may be filed with the United States Department of Education, which may be contacted as follows. It may be filed in place of filing a complaint under the districts' complaint procedure or in addition to filing a complaint under the district's complaint procedure.

Office for Civil Rights United States Department of Education

5 Post Office Square 8th Floor - Suite 900
Boston, MA 02109-3921
OCR.Boston@ed.gov
(617) 289-0059
TDD: (617) 223-9695
Fax: (617) 289-0150

A complaint alleging disability discrimination against a student under Section 504 may be filed with:

Bureau of Special Education Appeals

75 Pleasant Street Malden, MA 02148
Email: sea@doe.mass.edu
(781) 338-6400
Fax: (781) 338-3398

An employee or applicant for employment, who is claiming discrimination on the basis of sex, religion, race, age, or ethnic origin, may file a complaint with the United States Equal Opportunity Commission, which may be contacted as follows.

U.S. Equal Employment Opportunity Commission

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(617) 565-3200
TTY: (617) 565-3204
Fax: (617) 565-3196

In addition, an employee or applicant for employment who is claiming discrimination on the basis of sex, religion, race, age, ethnic origin, disability, or sexual orientation may file a complaint with the Massachusetts Commission against Discrimination which may be contacted as follows.

MA Commission against Discrimination

One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

(617) 994-6196
TTY: (617) 994-6000

MA Commission against Discrimination

Springfield Office 436
Dwight Street, Suite 220
Springfield, MA 01103
(413) 739-2145

A complaint may be filed with the Massachusetts Department of Education Program Quality Assurance Services which may be contacted as follows.

Problem Resolution System Office

Massachusetts Department of Elementary and Secondary Education (DESE)
75 Pleasant Street, Malden, MA 02148-4906
compliance@doe.mass.edu
(781) 338-3700
TTY/Net Relay: (800)-439-2370
Fax: 781-338-3710

MA Department of Education

Program Quality Assurance Services
Western Massachusetts Office
Springfield State Office Building
436 Dwight Street Room B40
Springfield, MA 01103
(413) 858-4591

LITIGATION

The complainant may file a lawsuit under a number of federal or state statutes, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Equal Education Opportunities Act of 1974, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. The complainant or their parent/guardian should consult with a private attorney about this option.