

North Brookfield Elementary School
2025-2026
Family-Student Handbook



North Brookfield Public Schools

North Brookfield Elementary School
10 New School Drive
North Brookfield, MA 01535
Phone: (508) 867-8326
Fax: (508) 867-6522
School Hours: 8:10 a.m.-2:30 p.m.

Tim McCormick
Interim Superintendent

Arthur Murphy
Principal

Mike Baldassarre
Director of Student Services

School Committee
Tim Canada- Vice-Chair
Dan Riendeau- Secretary
Kristen Giangrande- Member
Maggie Woodward- Member
Matt Grant- Member

The information in this handbook is current as of August 2025 publication. The North Brookfield Public Schools reviews and revises its policies and curriculum on a regular basis to meet local and state guidelines.

Please call the main office at the school if you would like a copy of this document translated into a language other than English.

Por favor llame a la oficina principal en la escuela si desea una copia de este documento sea traducido a otro idioma que no sea Inglés.

Por favor, ligue para o escritório principal da escola, se você quiser uma cópia deste documento traduzido em uma língua diferente do Inglês.

يرجى الاتصال على المكتب الرئيسي في المدرسة إذا كنت تريد نسخة من هذه الوثيقة مترجمة إلى لغة غير اللغة الانكليزية.

Gelieve telefonisch contact op het hoofdkantoor op de school als u graag een kopie van dit document vertaald in een andere taal dan het Engels.

만일 당신이 그 문서의 사본을 영어가 아닌 다른 언어로 번역하려는 학교에 메인 사무실로 전화 주시기 바랍니다.

No-school announcements are posted to the following live media outlets:

RADIO STATIONS WBZ, WSRS

TELEVISION CHANNELS 4, 5, 7, 25, 40, NECN

In the event of extreme weather conditions, no-school and/or early dismissal announcements will be broadcast over the same stations. Please do not call the police or fire departments.

One Call-The district employs an emergency phone system which allows the district to communicate with families in an effective and efficient manner. This system is used when school is canceled, delayed or dismissed early. It is also used if an emergency situation arises.

Please check the North Brookfield Public Schools website for school and district information and updates:

<https://www.nbschools.org/>

North Brookfield Public Schools

District Strategic Plan Overview FY 2024-2027

Mission

Our mission is to empower every student to reach their full potential by providing a dynamic and inclusive learning environment that fosters creativity, critical thinking, and a sense of belonging. We are committed to continuous improvement, innovation, and the celebration of diversity, ensuring the delivery of high-quality education to all. We prepare our students for success in a global society by instilling qualities and skills to be contributing and effective citizens.

Vision

Our vision is to create a school community where every stakeholder feels valued, connected, and inspired. We aim to be a model of excellence in education, embracing diversity, and promoting equity, respect, and understanding. Our students are not only academically prepared but also equipped with the skills and knowledge needed to thrive in educational pursuits as citizens in an interconnected world.

Core Values

Inclusivity: *We believe in creating a welcoming and supportive environment where all students, staff, and families feel valued for their unique contributions.*

Excellence: *We are dedicated to continuous improvement in curriculum and instruction to provide the highest quality education.*

Equity: *We are committed to ensuring that every student has the opportunity to succeed regardless of their background or abilities.*

Collaboration: *We foster partnerships with industry experts, families, and the community; to enhance learning opportunities.*

Respect: *We promote a safe culture of respect, empathy, and open dialogue, where diverse perspectives are valued and celebrated.*

Theory of Action

If we invest in innovative curriculum and instructional methods, create personalized learning plans for all students, and foster a diverse, equitable, and inclusive school culture; then we will empower students to reach their full potential, address individual needs, and cultivate a sense of belonging, resulting in improved educational outcomes and a positive school community.

Strategic Objectives

1. Curriculum and Instruction Enhancement:

Objective: To continuously improve and innovate curriculum and instructional methods to ensure the delivery of high-quality education.

2. Meeting the Needs of All Students:

Objective: To provide a supportive and inclusive learning environment that addresses the individual needs of all students.

3. Fostering a Culture of Belonging:

Objective: To cultivate a diverse, inclusive, and welcoming school culture where all stakeholders feel valued and connected.

Strategic Initiatives

1.1 Conduct regular curriculum reviews to align with industry trends, academic standards, and emerging technologies.	2.1 Develop personalized learning plans for each student, considering their strengths, weaknesses, interests, and learning pace.	3.1 Develop and communicate a clear diversity and inclusion policy, highlighting the institution's commitment to equity and respect.
1.2 Implement differentiated instruction techniques to cater to diverse learning styles and abilities.	2.2 Establish a comprehensive support system, including counseling, special education services, and English language learning support.	3.2 Organize cultural awareness and sensitivity training for staff, students, and parents to promote understanding and empathy.
1.3 Integrate interdisciplinary approaches to encourage holistic understanding and critical thinking.	2.3 Implement Universal Design for Learning (UDL) principles to create adaptable and accessible learning materials.	3.3 Create opportunities for open dialogue and discussions on important social issues to encourage respectful conversations.
1.4 Foster partnerships with industry experts and professionals for real-world insights and practical learning opportunities.	2.4 Regularly assess student progress and provide timely interventions and extensions for struggling <i>all</i> students.	3.4 Establish affinity groups and clubs that celebrate different cultures, interests, and identities within the school community.
1.5 Invest in teacher professional development to stay updated with best practices and innovative teaching methods.	2.5 Collaborate with parents, guardians, and the community to gain insights into students' backgrounds and challenges.	3.5 Showcase and celebrate student achievements, stories, and talents that reflect the diversity of the school population.

Outcomes

These initiatives aim to achieve the following outcomes:

- Improved curriculum alignment with industry trends and academic standard Implementation of differentiated instruction techniques to meet diverse learning needs.
- Integration of interdisciplinary approaches to enhance holistic understanding.
- Strong partnerships with industry experts and professionals for practical learning.
- A highly skilled and updated teaching staff through professional development.
- Personalized learning plans for each student, ensuring individualized support.
- A comprehensive support system that addresses students' academic and emotional needs.
- Creation of adaptable and accessible learning materials using UDL principles.
- Timely interventions and support for struggling students.
- Strong collaboration with parents, guardians, and the community.A clear diversity and inclusion policy that promotes equity and respect.
- Enhanced cultural awareness and sensitivity among staff, students, and parents.
- Opportunities for open dialogue on important social issues and respectful conversations.
- Affinity groups and clubs that celebrate diversity and foster inclusion.
- Celebration of student achievements that reflect the school's diverse population.

The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may require actions that are not covered in this handbook. In all cases, rules, regulations and possible consequences shall be as consistent as possible with previously established rules, regulations and consequences for similar incidents. Matters omitted from this handbook should not be interpreted as a limitation to the scope of the school's responsibility and, therefore, the school's authority in dealing with any type of infraction that may not be in the best interest of the safety and welfare of our students.

These rules and policies apply to any student who is on school property, who is in attendance at school, or any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, students and staff.

All students are responsible for adhering to the current rules and regulations set forth by the state of Massachusetts.

Statement of NON-DISCRIMINATION:

Massachusetts state law prohibits discrimination against students in public schools, including protection against discrimination based on sexual orientation. It states:
No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, gender identity, national origin or sexual orientation.

The North Brookfield Public Schools offer all courses of study, extra-curricular activities and school services without regard of race, color, sex, religion, national origin or sexual orientation. In addition, the School Department adheres to the Federal requirements provided under Title VI, Title IX and Section 504.

The North Brookfield Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or handicap in admission to, access to, treatment in or employment in its programs and activities. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Civil Rights Laws/District Coordinator Information:

All programs, activities, and employment opportunities provided by the North Brookfield Public Schools are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness. Any questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

<p>Title VI of the Civil Rights Act of 1964 This statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. It ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English. Coordinator: Tim McCormick, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166</p>	<p>Equal Educational Opportunities Act of 1974 This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC SI203(t)) Coordinator: Tim McCormick, 10 New School Drive North Brookfield, MA 01535 508-867-3166</p>
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<p>Title IX of the Education Amendments of 1972 Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 1518, S3A)</p> <p>Coordinator: Tim McCormick, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166</p>	<p>MA General Laws Chapter 622, Section 5 This state law provides that "Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation."</p> <p>Coordinator: Timothy McCormick, 10 New School Dr. N. Brookfield, MA 01535 508-867-9821</p>
<p>Section 504 of the Rehabilitation Act of 1973 Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.(34 CFR 104.33)</p> <p>Coordinator: Tim McCormick, 10 New School Dr. N. Brookfield, MA 01535 508-867-3166</p>	<p>Title I of the Elementary and Secondary Education Act of 1965 Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).</p> <p>Coordinator: Tim McCormick, 10 New School Dr. N. Brookfield, MA 01535 508-867-7131</p>
<p>American with Disabilities Act of 1990 The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate a least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee(s) designated pursuant to this paragraph."(34 CFR 35.107(a))</p> <p>Coordinator: Timothy McCormick,</p>	<p>McKinney-Vento Homeless Education Assistance Act The federal McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.</p> <p>Coordinator: Tim McCormick, 10 New School Dr. N. Brookfield, MA 01535</p>

10 New School Dr. N. Brookfield, MA 01535 508-867-9821	508-867-3166
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DISTRICT POLICIES

Below is the list of School Committee Policies available at:

<https://www.nbschools.org/district/school-committee/pages/nbps-policy-manual>

In particular, parents and students must review the following School Committee policies:

- [Non-Discrimination](#)
- [Student Conduct on Buses](#)
- [Harassment](#)
- [Equal Educational Opportunities](#)
- [Homework](#)
- [Empowered Digital Use Policy](#)
- [Photograph/Scholastic Summary](#)
- [Attendance](#)
- [Homeless Student Policy](#)
- [Student Conduct](#)
- [Student Dress Code](#)
- [Bullying Prevention](#)
- [Prohibition of Hazing](#)
- [Student Interrogations, Searches & Arrests](#)
- [Student Welfare](#)
- [Student Insurance](#)
- [Student Records](#)
- [Managing Life Threatening Food Allergies](#)
- [Emergency Plans](#)
- [Meal Charge Policy](#)
- [Student Publications](#)

CODE OF CONDUCT AND PROGRESSIVE DISCIPLINE PLAN:

Students are expected to demonstrate the qualities of a good citizen. Being Safe, Thoughtful and kind, Attentive and Responsible will promote a positive school climate where teaching and learning occur. The student handbook outlines inappropriate behavior. Expected consequences are outlined for each level of inappropriate behavior.

Student Due Process Rights

Parents/Guardians will be notified of any disciplinary issues their child encounters. Parents/Guardians will be made aware of impending disciplinary action and have an opportunity to discuss ways of resolving the behavioral problems. Students and parents also have the right to speak to a teacher who has initiated the disciplinary action and to the administration if a further explanation or a hearing is necessary.

“Court rulings have defined certain student rights with regard to suspension from school. Prior to being suspended for 10 school days or less, a student will be told the nature of the charges, given an opportunity to respond, and if he or she denies the charges, given an explanation of the evidence supporting the charges during an informal meeting with a school administrator. If emergency circumstances exist, a student may be suspended immediately. In such cases, the student will be given notice of the charges against him or her, an explanation of the evidence, and an opportunity to present his or her version of events as soon after the suspension as possible.

The parents/guardians of a student being considered for exclusion or expulsion shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal.”

The following is a list of violations that may result in serious disciplinary consequences up to and including suspension, exclusion, or expulsion. In determining the appropriate consequence, administrators will conduct an investigation to gather all pertinent information regarding the incident, including the facts of the particular situation, previous history of those involved, and any special/extenuating circumstance related to the incident or the individuals involved.

1. Possession, use, distribution, sale of alcohol, drugs or drug paraphernalia on school property. In some cases, expulsion may result. (Grafton Police notified). See School Department Policy JICH.
2. Drug-imitating behavior.
3. Smoking in school.
4. Possession of incendiary devices such as lighters, matches, etc.
5. Profanity, profane/obscene gestures or obscenities.
6. Fighting or threatening behavior.
7. Willful destruction of school property. Arrangements for full restitution must be arranged before readmission to school.
8. Stealing.
9. Illegal acts – Police notified
10. Insubordination.
11. Leaving the school without permission during the day.
12. Any act that interferes with the operation of the school.
13. Possession of a weapon (or replica). Expulsion from school may occur.
14. Derogatory racial, ethnic, religious, or cultural remarks to another.
15. Sexual harassment (See School Department PolicyNor).
16. Committing any act that is perceived to place the health or safety of another person in jeopardy.
17. Asking another student or students to threaten or harm another student.
18. Persistent misconduct.
19. Cheating, plagiarism.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. The Principal may issue a suspension if, in his/her judgment, a student's behavior has gone beyond reasonable limits. After an infraction of the code of conduct is reported, the Principal will investigate the matter by collecting evidence and hearing witnesses. The Principal will then decide if suspension from school is necessary. Suspension from school can range from 1 to 10 days in length. Students are expected to make up all work missed during suspension; zeros will be assigned for work not completed. A student who is suspended may be excluded from school-related activities at the discretion of the Principal (dances, field trips, etc.) until the next marking period.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

In-School Suspension

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

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

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

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

Emergency removal

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

(2) A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Short-term Suspension

(a) The principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05.

The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

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

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 1. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that
 2. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) 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, whether short-term or long-term, before the suspension takes effect.

Education services and academic progress (School-wide Education Service Plan)

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

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

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan includes the process for notifying students and their parents of the services and arranging such

services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal notifies the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

Superintendent's Hearing

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of North Brookfield with regard to the suspension.

Reporting

- (1) North Brookfield collects and annually reports data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.
- (2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.
- (3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.
- (4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.
- (5) Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

Exclusion

Exclusion is an out of school suspension lasting between 11 and 179 days, and is specific to incidents involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school. In these instances, the Principal will conduct an Exclusion Hearing within 10 school days of the occurrence. The parent/ guardian may appeal exclusion to the Superintendent.

In instances involving drugs, weapons, an assault on a staff member, or if a student is charged with/convicted of a felony and that student's presence produces a substantial detrimental effect to the operation of the school, the Principal may expel a student from school. Expulsion is the permanent removal of a student from the public school system. The Principal will conduct an Expulsion Hearing within 10 school days of the occurrence. Expulsion from school is the responsibility of the School Principal and may be appealed to the Superintendent.

Special circumstances for exclusion

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternative educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Until issues are resolved, the student remains in his or her current placement.

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES:

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend a student for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan.

Case-by case determination:

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who after disciplinary actions has been found to have violated the school code of conduct. Should this occur, North Brookfield, the parent/guardian, IEP team members, shall review all relevant information in the student's file including the child's IEP, any teacher observations, and any information provided by the parent (IDEA Regulations: 34 CFR Part 300, M.G.L. c71, §§ 37H, 37H ½, and 37H ¾)

Procedures for suspension(s) not exceeding 10 school days:

Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities. Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternative educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days.

If your child is suspended for more than 10 school days in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.

Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.

Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district to consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the Team will consider:

- Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
- Was the conduct a *direct result* of the district's failure to implement the IEP?

If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans.

If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according to the school's code of conduct. For students with IEPs, during the

period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Procedural requirements applied to students not yet determined to be eligible for special education

If, prior to the disciplinary action, North Brookfield 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. North Brookfield may be considered to have prior knowledge if:

The parent had expressed concern in writing; or
The parent had requested an evaluation; or
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.

North Brookfield may not be considered to have had prior knowledge if the parent has not consented to the 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 North Brookfield had no reason to consider the student disabled, and the parent 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 he/she/they receive all procedural protections subsequent to the finding of eligibility.

MGL Chapter 71, Section 37H, 37H ½, & 37 ¾ :

Section 37H

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

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Section 37H1/2

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student

for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

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

Section 37H3/4

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

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

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

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or

expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

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

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

Procedures for education services and academic progress (School-wide Education Service Plan)

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

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

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan includes the process for notifying students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal notifies the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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

Procedural requirements applied to students not yet determined to be eligible for special education

If, prior to the disciplinary action, North Brookfield 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. North Brookfield may be considered to have prior knowledge if:

The parent had expressed concern in writing; or
The parent had requested an evaluation; or
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.

North Brookfield may not be considered to have had prior knowledge if the parent has not consented to the 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 North Brookfield had no reason to consider the student disabled, and the parent 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 he/she/they receive all procedural protections subsequent to the finding of eligibility.

Restraint Prevention and Procedures:

Please see the entire North Brookfield Public Schools Restraint Prevention and Procedures located at:
https://drive.google.com/file/d/16Nv2RMolY4gyaWu1IpOW-aTVjKDccJ7w/view?usp=drive_link

Bullying Prevention Plan:

Please see the entire North Brookfield Public Schools Bullying Prevention and Intervention Plan located at:
<https://www.nbschools.org/district-administration/bullying-prevention-and-intervention>

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

II. LEADERSHIP

The Bullying Prevention and Intervention Plan directly supports the work of the North Brookfield Public Schools. Once the plan has been approved, the North Brookfield Public Schools will submit the Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the North Brookfield School website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. § 37O sec 5(d).

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. On May 31, 2017 a meeting that included

school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement, students, parents, and guardians gathered to review the plan and to provide input to the Plan.

B. Assessing needs and resources. The Superintendent and the Bullying Prevention and Intervention Plan Committee, with input from families, the community, and staff, will assess the current programs. The assessment(s) may be done in any one or more of the following ways:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- At least once every four years beginning with the 2017/18 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department;
- Administer and review the Prevention Needs Assessment Surveys every other year at the Jr./Sr. High School to help identify patterns of behavior and inform decision-making for prevention strategies;

The elementary school will use a research based assessment system of intervention (Positive Behavioral Intervention System) in collaboration with the mental health staff to assess school climate

C. Planning and Oversight

- The Superintendent of Schools, the Director of Student Services, and the building administrators are responsible for the implementation of the plan.
- Principals K-5 and 6-12 are the designees in each school who are responsible for receiving reports, conducting investigations, contacting the parents of targets and aggressors of confirmed incidences of bullying, and inputting these into School Brain.
- Adjustment counselors and guidance counselors provide and monitor progress of individual and group support for both targets and aggressors.
- Principals annually provide information to teachers, students, and families on Recognizing, Responding and Reporting Prevention and Intervention.
<https://www.nbschools.org/district-administration/bullying-prevention-and-intervention>
- The School Committee has developed and approved a policy on Bullying Prevention and Intervention
<https://www.nbschools.org/district-administration/bullying-prevention-and-intervention/pages/reporting-procedures>
- Codes of Conduct, school handbooks, and the Incident Report form and investigation format will be reviewed yearly and revised as necessary.
- Parent resources are posted to the website to address bullying and cyber-bullying

D. North Brookfield Public Schools priority statement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying within the school district. The Plan is created by students, staff, families, law enforcement agencies, and community members to prevent issues of bullying and cyber-bullying. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. We recognize that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school and district will recognize specific steps it will take to create a safe, supportive environment for the vulnerable populations in the school community, and provide all students and staff with the skills, knowledge, and strategies to prevent or respond to bullying, cyber-bullying, harassment or teasing. We will not tolerate any form of bullying, cyber-bullying, or retaliation in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyber-bullying, and retaliation and take prompt action to evaluate that behavior and restore the target's sense of safety. This includes informing parents and involving them in the process. We will support this commitment in all aspects of our school community, including extracurricular instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The Plan also includes clear and consistent consequences.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan. Annual training on the Plan for all school staff has taken place at the start of the school and will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in

school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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

- Teacher training on a variety of Researched based Programs, Advisory Programs, Social Skills Groups conducted by Guidance Counselors and Adjustment Counselors;
- Second Step lessons provided by teachers;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying offered by the District Attorney's Office
- 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. Special education administrators, teachers, and counselors, will be offered training to address both the skills needed by by targets of bullying and those whose actions meet the definition of bully or perpetrator and the ways to prevent and respond to bullying or retaliation for students with disabilities in order to develop appropriate Individualized Education Plans (IEPs)
- Special Education training on Bullying consideration at all IEP meetings and annual review in IEP writing/Social Skills;
- Annual Opening Day of School Presentation for all teachers and staff on the bullying law and procedures for "Recognizing, Responding, and Reporting"; and
- Internet safety issues as they relate to cyberbullying offered to students by the District Attorney's Office.

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

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

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching student's skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making;
- Maintaining a safe and caring classroom for all students; and
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

C. Written notice to staff. The North Brookfield School District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

IV. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources. The North Brookfield Public Schools shall provide counseling and other services for targets, student aggressors, and their families. The adjustment counselors, guidance counselor and school psychologist will be on-site to offer services. Other resources that may be available include, but are not limited to: adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. A list of outside agencies that provide services will be furnished to families.

Current Resources identified in the North Brookfield Public Schools:

At each level age appropriate interventions are provided for all students, targets, and student aggressors, and their families where appropriate:

- Full-time adjustment counselors at elementary school provides counseling for identified targets, and student aggressors
- The Student Assistance Team at the elementary (principal, counselors, school nurse) meet on a weekly basis to discuss student issues
- The Student Assistance Team at the junior//senior high school (principal, counselors, school nurse) meet on a weekly basis to discuss student issues
- Researched based Bullying Prevention Curriculum taught at all grade levels

B. Counseling and other services. The North Brookfield Schools have a relationship with Community Health Link, and several other Community Service Agencies (CSAs) for Medicaid eligible students. The Director of Student Services, The Board Certified Behavior Specialist, and private counselors assist the schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. In addition, North Brookfield Public Schools' current tools include, but are not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. The district website contains a list of available resources.

<https://www.nbschools.org/district-administration/bullying-prevention-and-intervention/pages/support-services>

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

V. **ACADEMIC AND NONACADEMIC ACTIVITIES**

The District Plan recognizes that all our students can be subject to bullying and harassment. Our school has a variety of resources, services, programming, teaching, policies, and procedures that prevent bullying or harassment for all students, with acute attention to those students that are considered vulnerable. The plan recognizes that the identified vulnerable students include students perceived as having or actual characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy, or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. The following list is sources that provide unique interventions that address each area of the vulnerable categories. One size does not fit all; therefore, North Brookfield remains open to ongoing exploration as our population diversifies.

Anti-bullying programs currently in place:

- In the elementary school, Second Step, including the units on Bullying;
- Responsive Classroom and Positive Behavioral Intervention Programs are part of the curriculum at the elementary school; and
- In the junior/senior high school, researched based bullying program is offered through the advisory program

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.

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

A. Reporting bullying or retaliation.

- All school and district staff are required to immediately report to the principal (or other school official as reported below) any instances of bullying or retaliation, about which the staff member becomes aware or witnesses. This includes bullying of a student by another student or by a staff member.
- Staff, students, parents or guardians, or others, may report bullying or retaliation orally or by voicemail and/or in writing or by email. Oral reports made by or to a staff member shall be recorded in writing. Students, parents, or guardians, and others may request assistance from a staff member to complete a written report and discuss an incident of bullying with a staff member, or with the principal or designee.
- A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.
- The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.
- Use of an Incident Reporting Form is not required as a condition of making a report.
- The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website.
- At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation.
- A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

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

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

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

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

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

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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

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

C. Investigation.

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

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

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

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

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

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

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

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

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

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

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

1. Taking Disciplinary Action

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

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

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

1. Promoting Safety for the Target and Others

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

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

F. Responding to a Report of Bullying by School Staff

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.
- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

VII. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The North Brookfield Public Schools, in collaboration with the Parent Teacher Organization, and the Special Education Parent Advisory Council, School Councils will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements.

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

VIII. Problem Resolution System:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

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

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

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

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

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

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

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Directory

Administration

Superintendent	Principal	Student Services	Business Manager
Tim McCormick	Arthur Murphy	Mike Baldassare	Daniele Graham
tmccormick@nbschools.org	amurphy@nbschools.org	mbaldessare@nbschools.org	dgraham@nbschools.org
(508) 867-9821	(508) 867-8326	(508) 867-3166	(508) 867-9821

Staff Listing 2025-2026

Last Name	First Name	Title
Berthiaume	Alanna	Kindergarten Teacher
Biando	Heather	Cafeteria
Bizzarro	Gianna	School Adjustment Counselor
Brown	Brianna	Grade 4 ELA/Social Studies Teacher
Burlingame	Tracy	Special Education Teacher
Buzzell	Renee	Kindergarten Teacher
Carpenter	Adam	Grade 5 ELA/Social Studies Teacher
Cutrumbes	David	Custodial

Dasilva	Meghan	ABA Paraprofessional
Davis	Nicole	ABA Paraprofessional
DeMaio	Maggie	BCBA
Desilets	Jordan	ABA Paraprofessional
Desruisseaux	Barry	Facilities Director
Dufresne	Simone	Occupational Therapist
Dunphe	Andrew	Cafeteria
Duval	Jenna	Grade 3 Teacher
Fabrycki	Jennifer	Connect Teacher
Fernandez	Jacqueline	Preschool Teacher
Frechette	Kimberly	Paraprofessional
Gaines	Katelin	Secretary
Gershman	Mary	Paraprofessional
Gillmeister	Emily	Paraprofessional
Grenevich	Katelinde	Student Services Secretary
Guntor	Derek	SLPA
Holmes	Donna	Food Services Director
Hotz	Marissa	Paraprofessional
Hubacz	Nicholas	Custodial
Kemmitt	Alexa	Grade 5 Math/Science Teacher
Kinnen	Garrett	Physical Education Teacher
Kondek	kimberly	Physical Therapist
LaRochelle	Jill	Paraprofessional
LeBlanc	Channing	Special Education Teacher
Loehr	Kayleigh	Paraprofessional
Lopato	Erin	ABA Paraprofessional
Lucier	Heather	Paraprofessional
Maher	Andrea	Grade 3 Teacher
Manners	Jaime	ABA Paraprofessional
Marcustre	Hope	ABA Paraprofessional

McNeil	John	STEM Teacher
Miner	Rowena	Paraprofessional
Murphy	Kathy	Speech/Language Pathologist
Nordby	Holly	Visual Arts Teacher
Oliveira	Karen	Paraprofessional
Perron	Wendy	Cafeteria
Peterson	Sherry	Grade 4 Math/Science Teacher
Pierce	Allison	Special Education Teacher
Reardon	Dan	Title I Reading Specialist
Riendeau	Angelina	Paraprofessional
Saunders	Chelsea	Music Teacher
Seaver	Christine	Paraprofessional
Servant	Christine	Grade 2 Teacher
Shelburne	Michael	Grade 1 Teacher
Smith	Niki	Title I Reading Tutor
Sullivan	Cindy	Grade 2 Teacher
Tarentino	Trish	Grade 1 Teacher
TBD	TBD	ELL Teacher
TBD	TBD	Nurse
Thomasian	Natasha	Preschool Teacher
Wexler	Malia	Paraprofessional

School Council

Members:

- Arthur Murphy (Principal)
- Vacant (Parent)
- Vacant (Teacher)
- Vacant (Parent)
- Vacant (Teacher)
- Vacant (Parent)

(Meetings are scheduled on the Mondays of School Committee Meetings at 5:00 p.m. and are posted in the Town Offices; the public is invited.)

The Massachusetts Education Reform Act of 1993 created the School Council. The law explicitly gives the school principal responsibility for defining the composition and overseeing the formation of the Council pursuant to a representative process approved by the superintendent and School Committee. As co-chair of the Council, the principal is also responsible for convening the first meeting of the Council. At this meeting, the other co-chair is to be elected.

The Law leaves it up to each principal, "pursuant of a representative process approved by the superintendent and school committee," to define the size and composition of the council. It does, however, make three stipulations about membership:

1. Parents "shall have parity with professional personnel on the school councils." Regardless of the size of the council, the number of parent representatives must be equal to the number of teachers who serve on the council plus the principal.
2. "Not more than fifty percent of the council shall be non-school members." "Non-school members" are defined as members who are "other than parents, teachers, students and staff at the school.
3. The membership of school councils "should be broadly representative of the racial and ethnic diversity of the school building and community."

Membership:

- Parent members are to be selected by the parents of students attending the school, in elections held by the local recognized parent-teacher organization.
- Teacher members are to be selected by the teachers in the school.
- Non-school members may be recruited by the principal directly or selected by the organizations that are invited to send representatives to the council.

When a vacancy occurs for a parent or community representative, the principal will request applications over Channel 12 and during School Committee meetings. Parents or community members interested should send the principal a letter of intent. The principal will make the selection. There should be at least one student on the Council if the school contains grades nine through twelve.

The council is to assist the principal in preparing the school building budget, in developing the school improvement plan, and in any other areas in which the School Committee may grant policymaking authority to the Council. School improvement plans are submitted to the school committee for approval.

One of the most important roles of the School Council is the creation of a school improvement plan, which should have the following elements:

1. An assessment of the impact of class size on student performance, the student to teacher ratio, and ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and the allocation of any professional development funds in the school budget
4. Enhancement of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate program
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate.

TERM REPORTING DATES

1ST QUARTER

Quarter 1 Close.....October 31, 2025
Report Cards.....November 3, 2025

2ND QUARTER

Quarter 2 Close.....January 16, 2026
Report Cards.....January 19, 2026

3RD QUARTER

Quarter 3 Close.....April 2, 2026
Report Cards.....April 3, 2026

4TH QUARTER

Quarter 4 Close.....June 16, 2026*
Report Cards.....June 16, 2026*
(*may be adjusted due to snow days)

ACADEMICS

Students are expected to demonstrate academic honesty--cheating or plagiarizing will not be tolerated. If a student is found cheating or plagiarizing, his/her parents/guardians will be notified. Please see our subsections below for more specific information regarding homework, books, retention, and makeup work.

AFTER SCHOOL

Students who remain in the building after school must be under the supervision of a teacher or staff member. Students in any other area of the building and not supervised may be considered in an unassigned area and be subject to disciplinary action. Groups using the building or facilities must fill out a "Building Use" form and have the approval of the superintendent in advance of the activity. These groups are restricted to the specific area or rooms requested.

ATTENDANCE

The school day begins at 8:10 AM and ends at 2:30PM. Regular attendance is critical to a student's success in school. Please call the school and leave a message in our absentee mailbox if

your child is going to be absent that day. Staff is on duty starting at 8:00. Please do not send your child in before then unless they are enrolled in a school program.

Many subjects are taught in sequence, requiring the understanding of each concept in the order it's presented. Continued absenteeism impedes academic performance. Recognized excuses for absences are: family or personal illness, death in the family, and religious holidays. Students who are sick for three or more consecutive days will need to be seen by a doctor and obtain a doctor's note verifying their illness in order to be excused for their absences.

Chronic absenteeism and tardiness may result in a parent conference, detention or court referral. If your child is going to be absent from school please call before 9:00am with your child's name, grade level, teacher, and reason for being absent from school.

Written notice should be given in advance to the main office if it becomes necessary to make a doctor's appointment during school hours.

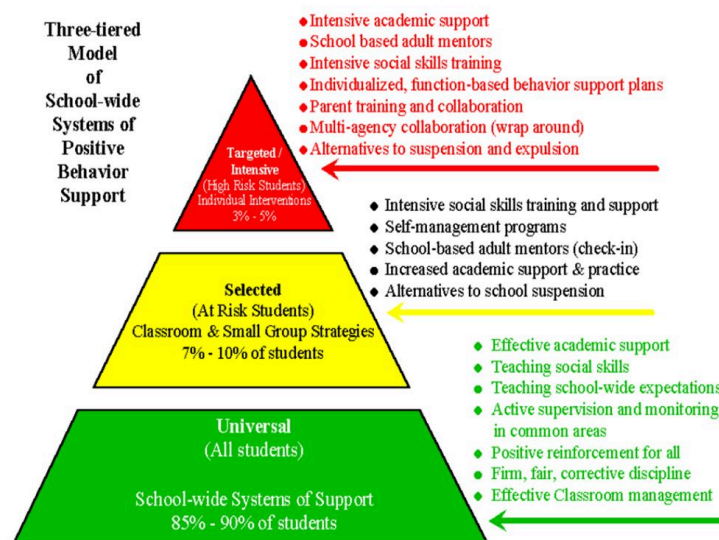
BICYCLES

Bicycle riders should wear a helmet and observe all laws of the road.

BEHAVIOR

NBES utilizes the PBIS framework to increase positive behavior, along with restorative practices and traditional retributive discipline to respond to situationally inappropriate behaviors. See our complete [PBIS Handbook](#) for more detailed information on our approach to behavior.

PBIS is a tiered system of preventative interventions that support a student's academic and emotional success (see pg. 32 for more information). When implemented at the school level, PBIS provides a clear system for all expected behaviors at North Brookfield Elementary School. Through PBIS, we work together to create and maintain a productive and safe environment in which all school community members clearly understand the shared expectations for behavior. Through positive recognition and continual teaching of expectations, students will experience academic and social growth.



Restorative practices begin with building relationships and community so that when an incident does occur, the approach is to repair the harm rather than to punish the behavior. This research-based practice allows us to achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:

- reduce instances of bullying
- improve behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

We will use a three-tiered approach when implementing restorative practices:

Tier 3: Formal restorative conferences in a structured environment (i.e. reentry from suspension)

Tier 2: Informal restorative chats (i.e. teacher to student, mediation, restorative circles)

Tier 1: Community and Relationship Building Strategies (i.e. Morning Meetings, circle share)



In addition to restorative practices, NBES uses a leveled referral system. Classroom-managed referrals are issued at the classroom level, and the teacher will communicate with the parent/guardian on the day of the incident. Office-managed referrals are issued by the school administrator. The school administrator will contact the parents/guardians to discuss the incident via phone or email.

BOOKS and other INSTRUCTIONAL MATERIALS

The books and instructional materials students are given during the year are their responsibility. They are expected to be returned in the same condition in which they were received. If the material is lost, written in or damaged in any way, the student and/or parents will be financially responsible.

CARE OF SCHOOL PROPERTY

The administration, teachers, and students are custodians of the school property including grounds, buildings, equipment, books, and supplies. Any wanton destruction or defacement of school property is a serious matter. A charge will be made for all lost, damaged, or destroyed property.

The school committee shall determine fines for injury to school property. The State Law in Chapter 266, Section 98, of the General Laws states specifically that: "Whoever willfully or intentionally destroys, defaces, mars, or injures a school house SHALL BE PUNISHED BY A FINE OF NOT MORE THAN \$500." Vandalism of school property could result in court action as well.

CELL PHONE POLICY

Students are prohibited from using their cell phones at school without permission from a staff member. Should a student require having a cell phone with them at school, it must remain in their school bag. If a student is in bodily possession of, or using his/her cell phone without permission, the consequences will be as follows:

First offense - Verbal warning to put it away

Second offense - Staff member will confiscate the cell phone

Third offense - The cell phone will be turned in to the main office and the principal will address the student.

Fourth offense - The cell phone will be turned in to the main office and will be released to a parent/guardian.

While we will make every effort to retrieve lost or stolen property, the school is not responsible for a lost or stolen cell phone.

CHAMPIONS - AM/PM PROGRAM

The before school child care program begins at 7:00AM. The after school child care program begins at dismissal and ends at 6:00 PM. The 2023-2024 school year rates are:

Program	1 Day Weekly Rate	2 Day Weekly Rate	3 Day Weekly Rate	4 Day Weekly Rate	5 Day Weekly Rate
Before School only	\$20.00	\$20.00	\$29.00	\$39.00	\$47.00
After School only	\$36.00	\$36.00	\$55.00	\$73.00	\$90.00
Summer	\$145.00	\$145.00	\$220.00	\$220.00	\$220.00
Breaks	\$40.00	\$80.00	\$120.00	\$160.00	\$200.00

Other Fees:

Student Registration	\$50
Family Registration	\$75
Early Release	\$12

Discounts:

Military	10%
Multi-Child	10%

Registration for the program can be found at www.discoverchampions.com.

COMMUNICATION FOLDERS

Every day, a folder will be sent home with your child. These folders contain information for families as well as homework assignments, if given. **Please remove the contents and send the**

folder back to school with your child every day.

DISMISSAL

All early dismissal notes should contain the student's name, reason for dismissal, the phone number where a parent may be called and the parent's signature. Notes may be written in the student agenda for ease of delivery; copies will be forwarded to the school office.

FIELD TRIPS

Field trips are an extension of the school curriculum. Parents will receive notice of the field trip and are required to sign permission slips for their child to attend. Thanks to our fundraising efforts costs for field trips are kept to a minimum. Children will not be held from a field trip for inability to pay entry fees.

FOOD SERVICES

Breakfast is available to all students from 7:55-8:10 AM in the cafeteria. School lunch is available for all students free of charge. Please contact the Food Services Director, Donna Holmes, at dholmes@nbschools.org with any questions or for more information.

FUNDRAISING

The school and the PTO conduct fundraising activities during the school year. These activities are directed at supporting school wide activities and must be approved by the principal and superintendent. Students are not allowed to sell any items in school for unrelated fundraisers.

HEALTH SERVICES

The health office is located between the main office and the central offices and is open during school hours. The nurse is responsible for maintaining all health records, routine health checks, parental contact concerning health related problems, care of minor injuries, checking daily attendance, assisting health education and screening for vision, hearing and scoliosis. Contact the nurse if your child has any unusual health problems.

If your child is absent due to a communicable disease, please notify the school nurse in order that precautions can be taken to protect the other children.

Screening for vision and hearing takes place every school year for grades K-5. The screenings are conducted by the school nurse and occur in late fall or early winter. Posture screening is held early in the spring for grades five and six students.

In case of serious illness or injury, a student will be cared for temporarily by the school nurse. School personnel will render first-aid treatment only if emergency medical treatment is necessary. If a parent is not available, the student will be taken to the emergency room at the nearest hospital. Therefore, it is very important that Student information is completed and returned at the beginning

of the school year. Parents will be contacted and advised that their child is ill. It is the responsibility of the parent to respond as soon as possible and to arrange for transportation home.

Head lice can be a serious problem if allowed to go uncontrolled. Students are not allowed to attend school with an active case of head lice as it is communicable to others. When there is an active case, as determined by the nurse, the student will be sent home. Students may not return until treatment is complete and the student has been checked and approved by the school nurse or physician to determine there is no communicability.

Massachusetts State Law requires that every student entering public school must have evidence of a successful vaccination for: Diphtheria, Tetanus, Whooping Cough, Polio, Measles, Mumps, and Rubella. Notification of Chicken Pox or vaccine and a lead level test is also required.

As a general policy, NQ medications will be dispensed at the school except by the school nurse and only those designated as emergency medications. Examples of such medications are those required for diabetic reactions, asthmatic attacks, and bee sting allergies. Prescribed medications are to have their time scheduled by the physician to avoid school hours. (Medications required three or four times daily.) Psychotropic medications covered under MG L, Chapter 71, Section 548, to be dispensed at school must be accompanied by a Medication Permission Form which has been signed by the physician and parent/guardian.

Medication(s) for students must be given to the school nurse by the parent/or guardian and will be dispensed only when absolutely necessary, in accordance with school policy. No Tylenol will be dispensed without a doctor's order. Bee Sting Kits or Epi-Pens must be updated each year by a doctor's order and kept in the Health Office. If your child is to keep an Epi-Pen on his/her person, there must be one kept in the Health Office as well.

Physicals are required for Kindergarten entry and for all students in grade four and seven, and annually to participate in any school sports. Transfer students will provide a physical within the year.

INVITATIONS

Distributing personal invitations of any kind to students during school is strongly discouraged. Invitations that include all students in the class will be allowed. In order to be sensitive to all students, please find other ways to distribute invitations.

LIBRARY

Students are permitted to borrow books from the library. Books are to be returned prior to or on the due date so that other students may have access. If a library book is damaged or lost, students must pay for its replacement cost.

LOST AND FOUND

The Lost and Found box is located in the bell area. Twice a year the items are placed for display. Any items remaining at the end of the school year are donated to the Salvation Army. Parents are encouraged to frequently check for any lost items.

MAKEUP WORK

The school is obligated to provide make-up work for excused absences. Students and/or their parents are responsible for requesting make-up work immediately upon the student's return to school. One day to turn in make-up work will be given for each day of the excused absence.

PARENT CONFERENCES

In the weeks after the first quarter reports are issued, parents will be invited to a parent/teacher conference to discuss their child's school performance.

PARENT DROP OFF (AM PROCEDURE)

Adult supervision begins at 8:00 for students who are brought to school by means other than the school bus.

Please drop your child off at the assigned doors. Students enter the doors and proceed to their designated classroom meeting assignment.

Please use the parking lot if your stay extends the time needed to drop off a student. As always, thank you for helping us to keep our students safe!

PARENT PICK UP (PM) PROCEDURE

Students will be dismissed for parent pick up after all bus students have been released. Parents should arrive no earlier than 2:30PM for parent pick up. Cars should pull up along the side of the building where their child is being dismissed. We ask that you please remain in your car. The line of cars may extend along various points of our driveway. Students will exit through the doors and walk along the driveway to enter the cars as they arrive on the passenger side. Staff members are on duty to ensure the safety of all our students. Please do not park in the parking lot for parent pick up. The idea being that we are better able to keep students safe if they are not walking in between or in front of cars to cross over to the parking area.

PARKING (EARLY PARENT PICK UP)

Our school hours are between 8:10AM & 2:30 PM. If you are dismissing a child early or signing them in late, do not park in the FIRE LANE in front of the school. Please park in the parking lot or, if your child is sick, you may park temporarily in back of the handicapped spaces near the main office (parallel to the railing).

POSTING OF STUDENT NAMES

From time to time, we will post students' names for a variety of achievements. Should a parent/guardian decide that they do not want their child's name posted, they must send a letter to the principal requesting the school to refrain from posting their child's name.

North Brookfield Elementary School may also allow school personnel and/or representatives of local news media to photograph or videotape students at school. These photographs/videotapes may be displayed in classrooms, halls, or elsewhere in school. They may also be published in the newspaper, shown on television, or be displayed on our web page. If you do NOT wish us to photograph, publish, or publicly display your child's photo, please inform the principal's office in writing at the beginning of each school year.

PROMOTION/RETENTION

Promotions and retention are based on evaluations of academic, physical, social and emotional growth. The primary reasons for considering retention are: unsuccessful academic performance, indifference or lack of effort on the part of a capable student, physical or social immaturity, frequent or extended absences. Retention is a team decision that involves the classroom teacher, parents/guardians, and other relevant staff/providers.

Retention is usually considered a more positive alternative during the primary grades. Parents can assume their child will be promoted unless the alternative has been discussed during the school year. Parents will be involved in any retention decisions.

RECESS

Students are given daily recess. Outside recess is dependent upon temperature, precipitation, and wind chill. Warm coats and hats, boots, and mittens should be worn in cold weather. Students should always prepare for outside recess. Students will not have outdoor recess when the temperature is below 20 degrees with the wind chill.

REPORT CARDS

North Brookfield Elementary School follows the same quarterly reporting dates as the Jr./Sr. High School. Fourth quarter report cards are issued on the last day of school in June.

Please review your child's progress and contact the teacher if you have questions. An envelope is provided for parents to sign and return to the teacher. Although Parent Conferences are scheduled in the fall, please do not hesitate to request a conference with your child's teacher(s) at any time during the school year. You may call the office or write a note in the agenda book requesting an appointment. Likewise, the teacher(s) may find it necessary to request a conference with a parent. Please make every effort to meet if you receive such a request.

SCHOOL CANCELLATION/EARLY RELEASE

Release time on half days is 11:30 a.m. Cancellations will be announced on the local media outlets indicated on page 3 of this handbook. The principal or his/her designee will also make a phone call in the event of a weather related school cancellation. A posting will also be done on our school's website and Facebook page. Parents are asked to fill out an Early Dismissal Form at the beginning of the school year. **We ask that alternate arrangements be in place in case of a storm warning**

or emergency release.

STUDENT WORK

The following are some of the ways in which we display student's work and/or projects:

- Classroom bulletin boards
- Hallway bulletin boards
- Newspaper photographs
- Videotapes
- Local cable access television
- Web page displays

In most cases, but not all, it is possible to display pieces of students' work with the names on the back.

If you do NOT wish your child's work to be displayed with their name showing, please notify the office at the beginning of each school year.

STUDENT VALUABLES

Students are cautioned not to bring large amounts of money or valuable items to school. Students, not the school, are responsible for their personal property.

SUBSTITUTE TEACHERS

A substitute teacher is an important person and will be shown respect as a member of our staff. Misbehavior toward a substitute teacher will be looked upon seriously.

TARDINESS

Your child's prompt arrival to school is expected. Late arrivals disrupt the class and cause loss of instructional time. Students arriving after 8:10AM must report to the office for a late pass. Please make every effort to have your child arrive on time. Repetitive tardiness may result in a parental conference, office detention, or court referral.

TELEPHONE CALLS

Telephones are for school business only. Students will be allowed to use the office phone to call home in case of emergencies or school related requests. Students will not be allowed to make personal calls or to make after school arrangements with friends.

TRANSPORTATION

Rules of school conduct apply on the bus and at bus stops. Students may not ride the bus unless

they are assigned to do so. Cameras have been installed to monitor the behavior of students. Please review the following safety rules:

1. Use only the bus and bus stop you are assigned to.
2. Behave appropriately while waiting for the bus.
3. Remain seated, facing front, when the bus is in motion. Do not change seats.
4. Do not talk to or distract the driver unless absolutely necessary.
5. Keep head and arms inside the bus.
6. Do not leave or throw litter inside or outside the bus.
7. Talk quietly, respectfully and obey the bus driver.
8. Switching buses or taking a bus to/from school for convenience of transportation is not allowed.
9. Open containers of food and drink are not allowed on the bus.

If these bus rules are NOT followed and a Bus Conduct Report is received from the driver, the student's parents will be notified.

First offense -Verbal Warning

Second offense --Office detention

Third offense --Three day bus suspension

Fourth offense --Bus suspension at the discretion of the principal. All bus suspensions are issued by the principal.

Students are only allowed to ride a bus to which they have been assigned, unless they are issued a bus pass by the main office. Bus passes may only be issued when a note from the parent/guardian has been submitted to the main office with the child's name, grade, the bus he/she needs to take, and the destination.

VISITORS

Doors are locked during regular school hours. All visitors are required to sign in at the main office. A "Visitor" badge will be given to wear while in the school building or classroom. Parents are encouraged to make an appointment to visit or volunteer in the classrooms. Please use the main door when exiting the building. All doors are to be locked for the safety and security of our students and staff.

WALKERS

Students who walk should come straight to school and remain on the sidewalks and cross only on designated crosswalks. At dismissal time, students exit the building using designated EXIT doors and join the walkers' line on the sidewalk, turn right and continue toward Oakham Road where staff and crossing guard personnel are stationed. Students are expected to follow this procedure for safety purposes.

Please be aware that the Path is not on school property and is not staff supervised. Therefore, our students are not allowed to walk home using this path and are dismissed at the end of the school drive to the sidewalk along Oakham Road.

WITHDRAWALS and TRANSFERS

A Release of Records authorization form must be signed by the parent/guardian of the student who is withdrawing. Please notify the principal's office as soon as possible in order to comply with your request to transfer. The student transfer and a copy of the health and immunization record will be made ready to be given on the last day of attendance. The student's academic and health records will be mailed directly to the new school district for enrollment. You may request copies of your child's records if this request is given in advance.

Parent/Student Handbook Record of Annual Notice 2025 - 2026

SIGNATURE PAGE

Please sign and return this page by: September 6, 2025

The North Brookfield Elementary School Parent/Student Handbook is available on the NBES website at www.nbschools.org. Both the parent/guardian and student should read and review the Parent/Student Handbook.

I understand that the policies and procedures outlined in the Parent/Student Handbook are in effect from the time a student gets on the school bus until the student exits the school bus during regular school days, at all school-sponsored and school-related events and activities. I understand that it is my responsibility to read the information contained in this handbook carefully and ask the appropriate school official questions for which I need clarification. I understand that I am to abide by all the rules, regulations, policies and procedures contained in this handbook. Please check the appropriate box below:

- ☐ I have been able to access the North Brookfield Elementary School Parent/Student Handbook online.
- ☐ I am not able to access the Parent/Student Handbook online and am requesting a hard copy of the document.

Both parent/guardian and student must sign and date this form in the space provided below. By signing this document you indicate that you have accessed, read, and reviewed the North Brookfield Elementary School Parent/Student Handbook for the 2025-2026 school year.

Grade: _____ Homeroom: _____ Date: _____

Print Student Name

Print Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Photograph/Scholastic Summary:

We often post pictures or videos of our students engaging in fun activities over the course of the school year to social media or the local press.

Can your child be photographed or videotaped? Please circle- Yes No

❖ If you do not circle either, we will assume that your child can be photographed or videotaped.