The Center School
2025-2026



Family and Student Handbook

403 Great Road
Stow, MA 01775
(978) 897-0290
(978) 897-5739 fax

Be Your Best Self. Pave Your Path. Impact the World

Dear Center School Families,

Welcome to the 2025-2026 school year! It is an absolute joy to begin this new chapter together. As your new principal, I'm honored to join a community so clearly rooted in care, connection, and a commitment to learning.

This Family & Student Handbook is designed to be a helpful guide for you and your child throughout the year. Inside, you'll find key information about school routines, expectations, and resources. If you prefer a printed copy, just reach out to our main office—we're happy to provide one.

At Center School, we work to create a safe, inclusive, and engaging environment where every child can thrive: academically, socially, and emotionally. I invite you to stay connected, get involved, and be part of all the meaningful experiences that make our school such a special place.

I can't wait to see what this year holds. Together, let's make it one full of growth, discovery, and joyful learning.

In Partnership,

Kerryann Coppinger
Principal

Translation Assistance

English:
Students or families who need translation assistance or orientation in a language other than English may contact the main office at (978) 779-2257.

Espanol:
Los estudiantes o familias de habla hispana que desean ayuda en traducción u orientación en un idioma diferente del inglés pueden contactarse con la oficina principal, (978) 779-2257.

Portuguese:
Os estudantes ou famílias que falam Português que precisa de assistência com tradução ou orientação pode entrar em contato com a secretaria, (978) 779-2257.

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I. Center School MISSION, CORE VALUES and POG COMPETENCIES

Where….students, teachers, parents and members of the community work together to educate each child to his or her fullest potential, respectful behavior and citizenship are displayed by all members of the school community, children are encouraged to pursue and express their learning creatively and collaboratively, and learning is connected to real-world opportunities positioning children for success in the 21st century. The Center School is "Preparing for tomorrow!"

NRSD CORE VALUES
Together, we inspire and challenge all learners to realize their unique potential and become active contributors to their community.

We Value…

- academic achievement and personal growth
- voice, choice, and agency
- lifelong learning
- a safe, caring, and inclusive community
- collaborative partnerships
- innovation
- a sense of belonging FOR ALL

PORTRAIT OF A NASHOBA GRADUATE

- Communication
- Creativity
- Empathy
- Culturally Competent Global Citizen
- Learner's Mindset
- Perseverance

II. STUDENT RIGHTS AND RESPONSIBILITIES

It is expected that students come to school prepared to learn. This means that each student is expected to participate fully in classroom activities that will lead to academic success. This includes paying attention to the instruction and putting forth the best effort every day. It is expected that students will complete tasks assigned by the teacher to the best of their ability. It is also expected that students will treat other students and adults in the school with respect and courtesy. Students are expected and encouraged to ask questions when they are confused or curious and ask for help when help is needed. It is expected that students will inform teachers if they feel uncomfortable or insecure because of the actions of others so that the atmosphere of safety and comfort is consistently maintained.

III. PROTOCOLS FOR COMMUNICATION

Center School

978. 897.0290

Kerryann Coppinger, Principal

Meagan Sanko, Assistant Principal

Main Office	**Counseling**
Administrative Assistant to the Principal Kirsten Gallagher x6100	Counselor for Grades K-2 Alexis Holmes Counselor for Grades 3-5 Allison Quinn
Nurse's Office	**Special Education**
Audra Maria x6109	**Team Chairs** Andrea Ostrosky PK-K Meagan Sanko 1-5 Catherine LaRosa School Psychologist

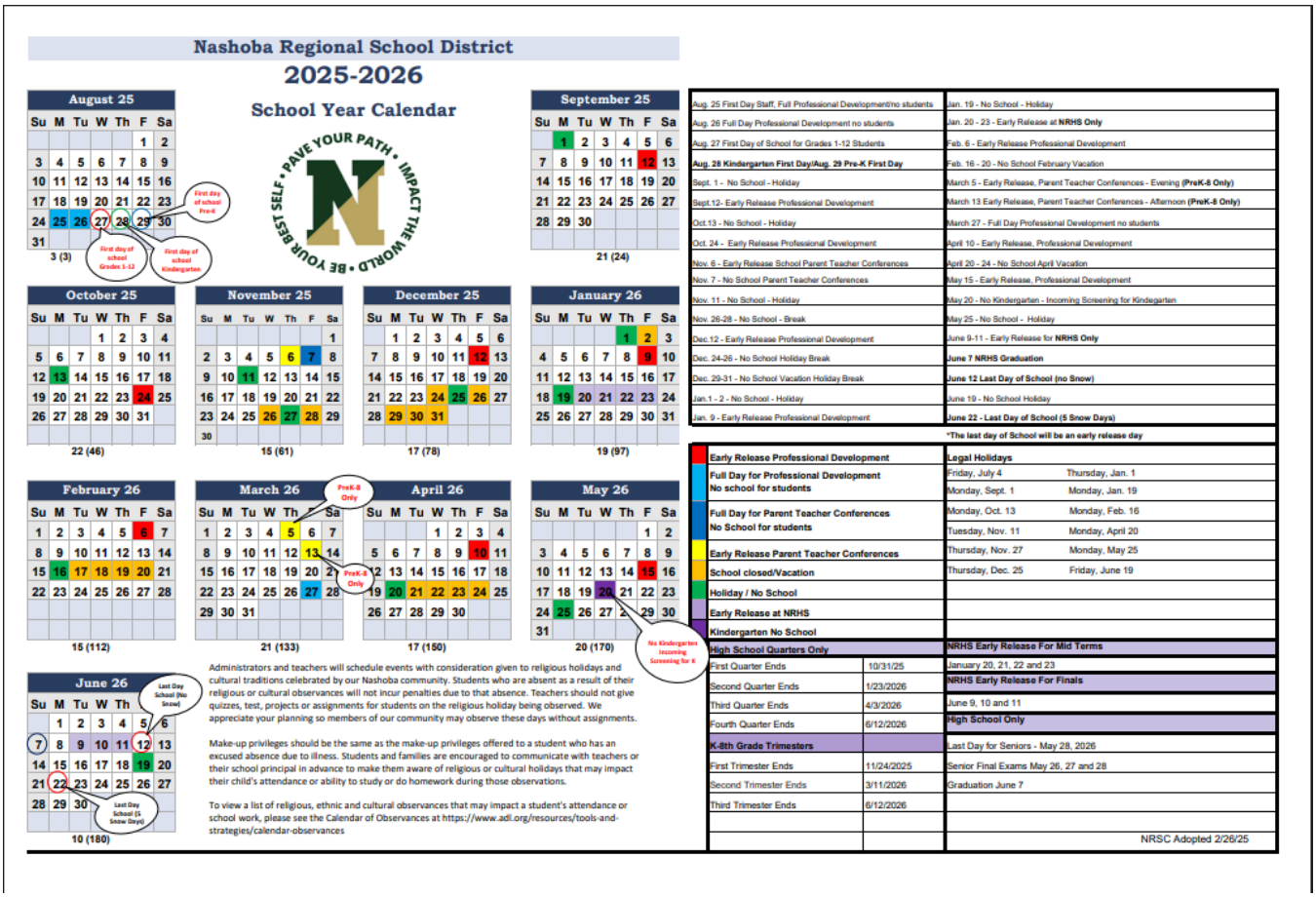
Procedures for Communication: Who to Call When:

Contact a Teacher when: ● you have a question about class expectations or assignments ● you have a question about something that took place in class ● you have a question about course curriculum	**Contact the Principal or Assistant Principal when:** ● you have not received an adequate or helpful response from the appropriate staff ● you have a suggestion that may improve the school ● you have a question or concern about school policy or practice ● you have questions about an attendance matter ● you have a question about school policy
Contact the Main Office when: ● you need to report attendance for your child ● you have a question about an absence ● you have a general question related to Center ● you have a question about financial obligations ● you are moving and need information about withdrawing from or registering at Center School ● you don't know whom else to call	**Contact the School Nurse when:** ● you have a question about health records ● there is a medical condition that requires an adjustment in school procedure ● you need to report that your child has a medical condition/situation the school should be informed about (concussion/flu, etc.)

Contact a Counselor when: ● you have an academic or social emotional question or concern ● You have questions regarding student support	**Contact a Team Chair when:** ● you have a question regarding an Individual Educational Plan (IEP)

IV. ACADEMIC INFORMATION

2025-26 School Calendar



Center School Schedule

Each morning, Center School opens at 8:25. Staff are out in front of the school every day to welcome students into the building. At 8:35 the front and back doors are closed and secured. Any student arriving at school after 8:35 will be considered tardy. Attendance will be taken by teachers beginning at 8:35.

Center has a 5-day rotating schedule. Each classroom rotates through six specials over the course of the cycle: art, music, technology, physical education, health, and library. On E days, students get an additional related arts block that rotates.

Dismissal begins at 3:05. Students are dismissed in waves, starting with students going to parent pick-up or extended day, then by bus in the order they arrive at school.

Homework

Minutes Assigned Nightly Per Grade Level

- Grade 1 10 minutes
- Grade 2 20 minutes
- Grade 3 30 minutes
- Grade 4 40 minutes
- Grade 5 50 minutes

The times shown above include daily homework assignments (e.g., math, science, social studies, spelling, grammar, reviewing vocabulary cards, etc.). The daily homework time does not include time for silent reading. Parents/guardians should find some time to read to/with their child each night. Elementary students are expected to read independently for a MINIMUM of 15-20 minutes each night.

The time it takes each child to complete a homework assignment will vary. Should your child exceed the prescribed times, and exhibit great frustration after he/she has shown good effort, the teacher should be notified. Time and/or assignments may then require adjustment.

The purpose of homework is to reinforce and provide practice for what is taught in the classroom. Therefore, most students should be able to complete their assignments with minimal parent supervision. Should this be difficult for your child please contact his/her teacher.

Homework in grade one is to be a parent/child experience involving reading, math concepts, and other topics as they are introduced in the classroom.

Report Cards

Students receive standards-based achievement marks from each of their teachers in the areas of Math, Science, Reading, Writing, Social Studies, Science, Technology, Music, Art, Physical Education/Health, and Social Development or Habits of Mind. The purpose of this reporting is to inform parents/guardians of their student's progress towards mastering grade level standards and expectations throughout the year. More information about curriculum expectations, and standards, can be found on the district website.
NRSD Curriculum Guides

What are the benefits of standardized reporting?
On a traditional report card, a student may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery. Bolton, Lancaster, and Stow have the same report card per grade level, ensuring consistency district-wide.

Student Support

A staff member, or a parent through a staff member, begins the referral process for additional help by submitting a request in writing to the Student and Teacher/Assistance Team (known as STAT and described elsewhere in this handbook). Relevant information is gathered by the team members and discussed at a regularly scheduled STAT meeting. Parents/guardians are notified of meetings and asked to fill out a home report prior to the first STAT meeting for their student. The originating staff member attends an assessment meeting with STAT or its representatives. If a parent has made the request, he/she may attend the meeting. These preliminary meetings, in general, are considered staff consultations from which the staff members may bring information or recommendations to the parent(s).

Recommendations are developed leading to one or more of the following actions:

- Further assessment involving standard school observations and measures (e.g., reading assessment, classroom observation).
- Accommodations/modifications in the classroom or school program without involving Special Education services.
- Provisions of additional regular education services, such as services of the guidance counselor and literacy specialist, help from a volunteer upper grade or high school student.
- Referral of the child for outside help and further assessment. The District Special Education Chairperson takes over coordination at this point.
- While progression through the steps as outlined is considered prudent, a parent or staff member may consider a situation serious enough to warrant an immediate referral for Special Education assessment. The principal makes the final decision about whether a SPED assessment is indicated. Parental permission is required for all individual testing.

V. ACADEMIC INTEGRITY

Integrity is a core value at Nashoba, and academic integrity is essential to a successful learning. Without academic integrity, students cannot derive the most from their learning pursuits. Cheating, therefore, is intolerable and will be treated seriously. Cheating is defined as but not limited to the following behaviors:

- Illicitly sharing or obtaining information about specific questions on an assessment before or after it is given
- Stealing and/or distributing tests or quizzes before they are administered, which includes previous year tests/quizzes ***without teacher consent***
- Sharing information or obtaining information about or during an assessment, which includes unauthorized use of study guides, notes, books, previous tests/quizzes or other sources of information
- Plagiarizing from another student's work, from resources, or from any electronic source including the Internet
- Using any electronic devices or Internet communication including, but not limited to, texts, instant messaging, email, and social networking sites to receive and/or distribute information about an assignment or assessment, unless expressly permitted by the classroom teacher

A teacher is obligated to report to an administrator any individual violation of academic integrity of a serious nature (for example, cheating on a test, paper, or major assignment), and any pattern of violations of academic integrity of a less serious nature (for example, multiple instances of copying homework). A

teacher always has the flexibility to report any individual violation of academic integrity, no matter the perceived severity. Consequences for violations of academic integrity will be determined by school administration.

VI. ATTENDANCE

All students are expected to attend school on a regular basis. Under the laws of the Commonwealth of Massachusetts: "Every child between the ages of 7 and 16 is compelled to attend school."

Every person shall have a right to attend the public schools of the town of residence, 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 school. 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, gender identity, religion, national origin or sexual orientation.

The Nashoba Regional School District adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts which defines attendance regulations. Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session.

Family vacations and trips which are scheduled when school is in session are not considered valid reasons for absence. If students see their teachers in advance, teachers will allow them to make up missed assignments, tests, and quizzes. They are not required to prepare work in advance for a vacation related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation. Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work. It is the student's responsibility to determine the work which needs to be done when he or she returns to school.

Students who are absent from school on a particular day will not be allowed to participate in any school activities or dances on that day. (The only exception would be if the absence from school has been authorized by the Principal, or their designee, in advance.) Students who are tardy **after 11:50 AM** (or 10:15 AM on an early release day) or are dismissed **prior to 11:50 AM** (or 10:15 AM on an early release day) will be ineligible to participate in extracurricular activities on that day unless the tardy arrival or dismissal has been authorized in advance by the Principal.

Parent notes will excuse up to 7 absences; all other absences must be excused by formal documentation (as outlined in the following section).

Excused Absences (Formal Documentation Required)

Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Our attendance protocols are governed by Massachusetts General Laws (M.G.L.), specifically Chapters 76, Sections 1, 2, and 4 and the Nashoba Regional School District policies (JH).

Early Dismissals

Early dismissal requires a dated and signed note that states the name of the parent/guardian or designee who will be picking up the child at school. No student will be dismissed from school to the custody of a person other than the parent/guardian without a written note or phone call.

The parent/guardian or designee should report to the office to meet the child for the dismissal and sign the child out with the administrative assistant.

If you are picking up a child, who is usually a bus rider or walker, at normal dismissal time, please send a written note to school with your child to indicate that there will be a change in the regular pick-up procedure. Any changes to a child's dismissal must be made **prior to 12:00pm**.

Dismissal before the end of school day should be for important matters only. If parents know they will be picking up their children, they should send in a note stating what time they will be dismissed. Students who are dismissed before 11:50 AM on a full day, or before 10:15 AM on an early release day, are considered absent due to dismissal.

Participation in any after school activity for students under these circumstances will be at the discretion of the school administration.

Tardiness

A child, when arriving after 8:35 a.m., must be accompanied by an adult. The front office will make sure the student is admitted to their classroom.

The administration monitors tardiness and early dismissals. The school will contact the family if a pattern of tardiness begins to emerge. If a student has two consecutive unexcused absences or 5 overall, a meeting with the administration may be requested. We strongly encourage families to assist their children in developing the habit of arriving at school on time and to be ready for an active day.

What should I do if my child will be absent or tardy?
Parents/guardians are requested to input the absence or tardy in the Pick Up Patrol app **prior to 8:45 am** when their child is going to be absent or tardy. Absences not verified by a parent/guardian will be checked by a call home or to the parents/guardian's place of employment. This procedure has been set up to ensure the safety of your child.

Teachers take attendance at 8:35 AM and students are expected to be in class at that time; otherwise, students are considered tardy and must stop at the office before proceeding to class. Excessive tardiness to school may result in a problem solving action. Students arriving after 11:50 AM on a full day or after 10:15 AM on an early release day are considered absent due to tardiness. Participation in any after school activity for students under these circumstances will be at the discretion of the school administration.

Unexcused Absences

Any absences, or quantity of absences, determined to be unexcused may result in the inability of the student to participate in school-sponsored activities, including but not limited to field trips and overnight field trips.

School Cancellation

The Superintendent will communicate with families through email, text, and phone calls regarding school cancellations. School cancellations will be aired beginning at approximately 5:30 a.m. on local television stations: WHDH–TV 7, WBZ–TV 4, and WCVB–TV 5. Cancellations will also be aired on radio stations: WRKO-AM 680 and WBZ-AM 1030 or can be found on the Internet at cancellations.com and the Nashoba Regional School District website (www.nrsd.net).

If it is necessary to release the students early when a serious storm is predicted or unexpected emergencies occur, the announcement will be made as soon as possible on the above listed media sources. Please be sure to make arrangements to have someone meet your child at the bus stop or at your home if you are unable to be there. A call will go out if an emergency dismissal is necessary. **All children should have a plan in place for knowing what to do if they should ever arrive home and no adult is there.**

Field Trips

Field trips are directly related to curriculum objectives; therefore, students who do not participate in field trips will be required to complete an alternative assignment. Students must follow all school rules while on a field trip; failure to do so will result in disciplinary action. Prior to participation on a field trip, all students must have turned in a completed *Field Trip Permission Form,* signed by a parent or guardian; all students must have a current emergency health form on file in the health office; all students must have a physician order for any needed medication on file with the school nurse; and all students with specific medical needs must have an individualized healthcare and emergency plan on file with the school nurse.
Self-administration of medication and/or EpiPen use, will need to be approved by the school nurse.

School nurses do not typically accompany field trips; if an emergency occurs during a school-sponsored field trip, the supervising school staff will follow emergency procedures and protocols, and call 911 when necessary. Parents/guardians are encouraged to contact the School Nurse if there are any health concerns/ conditions relating to any field trips that their child(ren) may be attending and/or if the students will need medication during the field trip. Parents are responsible for sending all medications, including EpiPens and inhalers, that their student(s) may need that day. For overnight field trips, parents/guardians must complete a *Field Trip Overnight Permission Form*. If students are attending an overnight field trip and will require any medications, including over-the-counter medications, parent(s)/guardian(s) and a physician must complete a *Physician's Medication Order and Parent Consent form*.

1. Students approved by their physician, school nurse and parent(s)/guardian(s) to carry and self-administer their medication **are responsible** for the safety and use of their personal medication.
2. Students may not, under any circumstances, share medication.
3. All medication must be in the original pharmacy or manufacturer's container.

Make-up Work

As noted in the "Attendance Policy," family vacations and trips that are scheduled when school is in session are not considered valid reasons for absence. If students see their teachers in advance, teachers will allow students to make up missed assignments, tests, and projects; however, **teachers are not required to prepare work in advance for a vacation related absence.** The classroom teacher will establish the appropriate timeframe for making up the work.

VII. SAFETY AND SECURITY

Our goal is to create a safe and secure building for students and staff that supports learning. Center School has a safety committee that meets several times a year to plan our ALICE, evacuation, shelter in place and fire drills, which we conduct every year. We also have a Memorandum Of Agreement with Stow Police.

Search and Seizure

The right of inspection of school property is inherent in the authority granted to local School Committees and administrators. This authority may be exercised as needed in the interest of safeguarding students and staff, student's property and school property. Desks and cubbies are items of school property and students have no expectation of privacy regarding any materials placed or stored in desks or cubbies. Additionally, students have no expectation of privacy in school computers or Chromebooks.

Similarly, students' backpacks are privileged, not entitled personal items. As a result, random or scheduled searches of school and personal property may be conducted by school administrators at any time and any contraband items shall be confiscated. School administrators may also refer information relative to contraband items to law enforcement personnel. School administrators may also request assistance from law enforcement personnel in carrying out searches of lockers, students and student's property, including students motor vehicles, with the possible aid of canine units.

Searches by Staff

School administrators have the right to conduct a reasonable search of a student's person and/or personal belongings whenever the school administrator has reasonable suspicion that the students have violated a school rule or are carrying or possessing contraband items.

Searches by school officials of students or the student's property will be conducted in a way that protects each student's rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Security Cameras

A surveillance camera system has been installed to enhance the safety and security of students, staff and community members who visit the school, while diminishing the potential for personal and district loss or destruction of property. The cameras are installed in public areas only, including hallways, entrances and exits to the building and stairwells. The camera system will be in operation and regularly monitored by administration and office personnel throughout the year. Please be advised that recorded information will be made available to and used as necessary by school officials and/or law enforcement.

Bus Rules

Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport their passengers safely.

The purpose of our bus service is to provide safe and reliable transportation to and from our students' homes. Bus conduct is related to school conduct and our standards are equally demanding. The bus driver is in a position of authority and responsibility.

The Center School Principal has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. In these cases, the parents/legal guardians of the children involved become responsible for seeing that their children get to and from school safely.

Bus drivers shall be held responsible for reasonable and acceptable behavior of the students while riding the school bus.

One of the primary obligations of your school bus driver is to maintain order. A disorderly bus is an unsafe bus. The driver is responsible for reporting misconduct to the principal. A *School Bus Incident Report* will be sent to the parents. The Transportation Supervisor will notify parents and the appropriate school administrator of the action being taken.

What are the bus rules and consequences?

1) Consequence for first offense: Warning from the driver
2) Consequence for second offense: Student receives a School Bus Incident Report, which is signed by the parent, principal and the student and may be suspended from the bus.
3) Consequence for third offense: Suspension from the bus for up to 3 days.
4) Any further offenses will require a meeting with the principal and the guardians. Additional bus suspensions may be applied.

What are the rules of conduct on the bus?

- Students are expected to observe the same appropriate conduct as in the classroom.
- Be courteous; profane language is not allowed.
- Students may not eat or drink while on the bus.
- Students should remain in their seats; head, hands, and feet must remain completely inside the bus.
- Cooperate with the bus driver; bus drivers have authority to assign seats.
- Always speak in a quiet whisper on the bus so the driver and other passengers will not be distracted.
- Keep the bus clean.

What is considered improper behavior on the School Bus

- Violation of safety procedures such as, but not limited to:
  - Throwing materials in or from the bus
  - Moving from seat to seat
  - Screaming and shouting
  - Horseplay
  - Distracting the bus driver
  - Fighting, pushing, tripping
  - Excessive mischief
  - Writing, graffiti
  - Eating, drinking, littering
  - Rude, discourteous, annoying behavior
  - Unacceptable language
  - Vandalism

Visiting the School

Parents/guardians and volunteers are always welcome and appreciated in our schools, and safety is always a priority. Nashoba Regional School District uses the Raptor Visitor Management System in all of our schools to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system allows us to do that.

Upon entering a district building, visitors will be asked to present an US government-issued ID, such as a Driver's License, U.S. Passport, or U.S. Military ID which can either be scanned or manually entered into the system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork.

All volunteers, including chaperones, must have completed two background checks. A volunteer must have completed a CORI form completed prior to participation. Chaperones for overnight field trips must also have a fingerprint validation on file with the District.

All visitors must report to the Main Office, sign in, and be issued a visitor's pass; the visitor's pass must be displayed at all times during the visit. The pass must be returned to the Main Office and the visitor must sign out at the end of the visit.

All visitors must comply with the rules of the school. Failure by guests to abide by school rules will result in the guest being instructed to leave the school immediately.

Safety Drills

Fire drills and ALICE drills are held recurrently throughout the school year under the direction of the Stow fire and police department, respectively. Specific directions for exiting the school building and for remaining safe during a drill procedure are provided to the students at the beginning of the school year and throughout the school year so as to ensure overall comfort, safety, and adherence to identified protocols.

Health and Wellness

Nashoba Regional School District Health and Wellness Policy

It is the policy of the Nashoba Regional School District to promote actions that create a healthy and safe environment for all students, faculty, staff and citizens. The school district is committed to taking the necessary precautions that will enable all users of our schools to learn, teach, and visit in our schools. It is our goal to promote the students' physical, emotional, and social well-being through a coordinated school health program. This includes providing a healthy environment, school nurse services, nutritious school meals, health education and opportunities for physical activity. It is the intent of this policy to enable students to become independent and self-directed learners by taking initiative to meet their own health and nutritional needs as developmentally appropriate.

Furthermore, it is our expectation that specific actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the

guidelines reflect student development as children advance from the primary grades through secondary school.

School Nurse

The Center Elementary School Nurse, Audra Maria R.N., is in her office at the Center Elementary School each day from 8:15 a.m. to 3:15 p.m. Her phone number is: **978-461-0009**

Please feel free to contact Nurse Audra with any questions that relate to the health of your child.

What if a student becomes ill or requires health care during the day?

Students who become ill or injured during the day, will be seen by the school nurse for assessment, treatment, and/or referral. As a parent/guardian, you are required to provide transportation if your child is dismissed due to illness or injury. The nurse is available during the hours that students are in school.

Parents/guardians will be contacted when necessary. If parents/guardians cannot be reached, the person next listed on the emergency contact information maintained by the school will be called. It is imperative that the emergency contact information, submitted through the online school registration forms is complete and up to date. It is necessary that the school be able to reach you at **ALL TIMES** in the event there is an illness, injury, or school crisis (fire, emergency evacuation, etc).

If a child is injured on the playground, in class, or at the gym, the nurse will assess the injury. If the injury is severe, or may require further observation/evaluation (i.e. head injury, tick bite, bee sting) by parents/guardians, Nurse Audra will make every effort to reach the parent/guardian:

1) **By phone**
2) **By text**
3) **Leaving a voicemail message**
4) **A note home with the student.**

In the event of a medical emergency, a student will be transported to a hospital via ambulance service.

When to Keep Your Child Home from School:

- If your child is unable to participate fully in school activities because of illness
- When your child has a contagious condition or a rash with an unknown cause
- When your child has had a fever of 100°F or more within the last 24 hours when not taking fever-reducing medications
- If your child has had vomiting or diarrhea within the last 24 hours or is unable to eat normally
- If your child has been diagnosed with strep throat and has not been taking antibiotic medication or at least 24 hours
- If your child has red/pink eyes with drainage
- If your child has chicken pox, he or she must stay home until all lesions have scabbed over

Please contact the school nurse when:

- Your child's health status has changed
- Your child has had a recent serious illness, injury, surgery or hospitalization
- Your child has been diagnosed with a contagious condition such as: strep throat, chicken pox, whooping cough, head lice, scabies, flu, Coxsackie virus
- Your child cannot participate fully in Physical Education or recess

- There are family changes or other concerns that may affect your child in school

Immunizations

The Commonwealth of Massachusetts specifies minimum immunization requirements for enrollment in school which are in accordance with CDC recommendations. These regulations (105 CMR 200.000) are revised periodically to incorporate any changes or updates in the requirements. The law and regulations provide for exclusion of students from school if immunizations are not up to date. In accordance with this, Nashoba Regional School District has established a policy (JLCB) that restricts students from starting school as a new or transfer student, unless the school has received a copy of the student's immunizations record and all of the requirements are met. In addition, lead test results are also required for all preschool and kindergarten students.

Please click on the link to view Immunization Requirements for School Entry The state regulations do permit for medical or religious exemptions for vaccine administration (MGL c. 76 §§15, 15C, 15D; 105 CMR 220)
https://www.mass.gov/doc/vaccine-preventable-disease-exclusion-guidelines-in school-setti ngs
It is important to note, in situations when one or more cases of a vaccine preventable or any other communicable disease are present in a school, all students whose immunizations are not up-to-date, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements (105 CMR 300.000).

Physical Examination

All students must receive a general physical examination from their Primary Care Physician upon entering preschool and/or kindergarten, and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be provided to the school nurse for the student's school health record.

Medication Administration

Prescription medications may not be accepted or administered by the School Nurse unless it is accompanied by a physician's order and permission from a parent/guardian. Prescription medications are to be kept in the original pharmacy container with the following label: student name and prescribing doctor, date prescribed, medication time and method of administration. The School Nurse is allowed to give over-the-counter medications including Acetaminophen (Tylenol), Ibuprofen (Motrin), Tums and Benadryl with parent permission as the District's School Physician has written a standing order for these medications. Any other over-the-counter medications that a child needs to receive during the school day, must be accompanied by an order from the physician, be in the original packaging and delivered to the school nurse by the parent.

Self-Administration is limited to inhalers, epi-pens, enzymes and diabetes monitoring and supplies ONLY and will be determined on an individual basis by the school nurse after written orders are obtained.

Students may not transport or store any medications with the exception of the above-named medications with permission. Refer to Medication Administration Policy.

Health Screenings

Health screenings: including vision, hearing, postural, growth, and Body Mass Index (BMI) screening will be done for students based on M.G. L. Chapter 71, Section 57 and 105 CMR 200.00.
Parents/guardians will be notified if screening procedures identify possible problems and referred to their own physician or specialist for follow-up evaluation and treatment. Parents have the right to opt out their child from any screening by contacting the school nurse in writing within the first two weeks of school.

Food and Instruction

The following protocols regarding food and instruction are being highlighted from the Health and Wellness Policy for your information:

- We work closely with the health office and our school nurses to support students with food allergies to ensure a safe environment. The cafeteria has food allergy-aware tables, staff are provided information about students in their classes who have allergies and all staff are Epipen trained every year.
- When food is the focus of the curriculum activity and its presence is central to the understanding of the concepts, themes, or objectives, it is incumbent on the teacher to inform the parents and to make an alternative plan as necessary. The curriculum activity should be planned so that all students can participate.
- Teachers may plan celebrations in which food is consumed; however, each student is responsible for bringing his/her own food to the event. If held in the classroom, teachers are responsible for ensuring tables and chairs are cleaned and that students wash their hands. Such events must be communicated in advance to all parents, and approved by administration and school nurses.

Handicapped Accessibility

Each building in the district is handicap accessible. Gender neutral and handicap accessible bathrooms are available in the Health Office of each school.

For additional information on Nashoba Regional School District Health Services, please refer to the website [Health and Wellness Services]

VIII. SCHOOL CLIMATE

NOTICE OF NON-DISCRIMINATION

It is the goal of the District to promote schools and workplaces that are free of unlawful discrimination and harassment of any type, that is based upon a characteristic protected by law, such as sex, gender, gender identity, race, color, national origin, ancestry, religion, age, disability status, genetics, military status, homeless status, sexual orientation, or participation in discrimination complaint-related activities (retaliation). NRSD will not tolerate harassing conduct that affects employment conditions or that interferes unreasonably with an individual's performance, or that creates an intimidating, hostile, or offensive environment.

M.G.L. c.76 s. 5, Title IX Policy, and Chapter 622: Anti Discrimination Law

It is the policy of Nashoba Regional School District to not discriminate on the basis of sex, gender, gender identity, race, color, national origin, ancestry, religion, age, disability status, genetics, military status, homeless status, sexual orientation, in educational programs, activities, or employment.

Inquiries regarding compliance may be directed to the Title IX coordinators at NRHS. Please contact the Principal for the names and telephone numbers of the NRHS Title IX Coordinators.

Chapter 622 of the General Laws, Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public Schools" which reads as follows: All students regardless of race, color, sex, gender, gender identity, national origin, sexual orientation, disability or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the District.

Title IX Coordinator

Non-Discrimination On The Basis Of Gender Identity in Education Programs Or Activities Receiving Federal Financial Assistance

Jessica Murdoch, HR Director
NASHOBA REGIONAL SCHOOL DISTRICT
50 Mechanic Street
Bolton, Massachusetts 01740
Tel: (978) 779-0539 ext. 3009
Fax: (978) 779-6812

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J. W. McCormack Post Office and Courthouse, Room 70101-0061, Boston, MA 02109-4557.

Title VI Coordinator

The Civil Rights Act of 1964

Jessica Murdoch, HR Director
Emerson School Building 978-779-0539 ext. 3009

Section 504 Coordinator

Non-Discrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance

Roann Demanche
Emerson Building 978-779-0539 ext. 3014

Grievance Procedures for Filing, Processing, and Resolving Alleged Discrimination Complaints

Procedural Requirements Title VI, Title IX, Section 504, ADA (Students, Applicants, Employees)

I. Definitions:
   A. *Discrimination Complaint* - A written complaint alleging any policy, procedure or practice that discriminates on the basis of race, color, national origin, sex, gender, gender identity or disability.
   B. *Student Grievant* - Students of the Nashoba Regional School District who submit a complaint alleging discrimination based on race, color, national origin, sex, gender, gender identity or disability.
   C. *Employee Grievant* - An employee of the Nashoba Regional School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, gender, gender identity, age, disability, or veteran status.
   D. *Applicant Grievant (under ADA)* - An applicant for employment of the Nashoba Regional School District or applicant for admission to postsecondary education who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, gender, gender identity, age, disability or veteran status.
   E. *Title VI (if applicable), Title IX, Section 504, and ADA Coordinator* - The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and other state and federal laws addressing equal educational opportunity. The compliance coordinator is responsible for processing complaints and services as moderator and recorder during hearings.
   F. *Respondent* - The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
   G. *Day* - Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

II. Pre-Filing Procedures
   A. Prior to the filing of a written complaint, the students or employee are encouraged to visit with the Compliance Coordinator and reasonable effort should be made to resolve the problem or complaint.

III. Filing and Processing Discrimination Complaints
   A. Grievant submits a written complaint to the compliance coordinator stating name, nature, and date of alleged violation; names of persons responsible (where known); and requested action. Complaint(s) must be submitted within 30 days of alleged violation. Complaint forms are available in the school office
   B. Compliance Coordinator notifies respondent within 10 days and asks respondent to:
      1. Confirm or deny facts;
      2. Indicate acceptance or rejection of students, employee's, or applicant's requested action; or
      3. Outline alternatives.
   C. Respondent submits an answer within 10 days to the Compliance Coordinator.
   D. Within 10 days after receiving respondent's answer, the Compliance Coordinator refers the written complaint and respondent's answer to the Principal. The Compliance

Coordinator also schedules a hearing with the grievant, the respondent, and the Principal.

E. The Compliance Coordinator conducts the hearing.
F. The Compliance Coordinator issues within 10 days after the hearing a written decision to the students, employee, or applicant, and the compliance coordinator.
G. If the grievant or respondent is not satisfied with the decision, they must notify the Compliance Coordinator within 10 days and request a hearing with the superintendent.
H. Compliance Coordinator schedules, within 10 days of request, a hearing with the grievant, respondent, and superintendent.
I. The Superintendent conducts a hearing.
J. The Superintendent issues a decision within 10 days following the hearing.
K. If the grievant or respondent is not satisfied with the decision, they must notify the Compliance Coordinator within 10 days and request a hearing.
L. The Compliance Coordinator notifies the Principal within 10 days after receiving the request. Compliance coordinator schedules a hearing with the governing board. Hearing is to be conducted within 30 days from the date of notification to the Compliance Coordinator.
M. The Compliance Coordinator conducts hearings.
N. The Compliance Coordinator issues a final written decision within 10 days after the hearing regarding the validity of the grievance and any action to be taken.

IV. General Provisions

A. Extension of time: Any time limits set by those procedures may be extended by mutual consent of parties involved. The total number of days from date that complaint is filed until complaint is resolved shall be no more than 180 days.
B. Access to regulations: The Nashoba Regional School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, gender, gender identity, age, qualified disability, or veteran status upon request.
C. Confidentiality of records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel file. Complaint records shall be maintained on file for three years after complaint resolution.

Bullying/Harassment

NRSD Positive Climate Plan

Nashoba Regional School District is committed to providing a learning and working atmosphere for students, employees and visitors free from bullying/harassment (sexual harassment, cyber-bullying, hazing and intimidation). Such action may occur on the basis of age, color, disability, sex, gender, gender identity, national origin, race, religion, sexual orientation or for any other reason.

It is a violation for any employee, students, or visitor to engage in or condone bullying/harassment in school or at school related functions, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying/harassment.

The school will take remedial and/or disciplinary action when such bullying/harassment occurs in or out of school, but has a nexus to school, or is disruptive to an employee's or student's work or participation in school related activities. This includes reports of bullying/harassment, verbal, physical, electronic or in any other form.

Parents and guardians of students alleged to have engaged in bullying/harassment (verbal, physical or electronic) will be invited to attend a meeting at which the activity, words, or images connected to the complaint will be reviewed. Students disciplined for bullying/harassment will not be readmitted to the regular school program until parents or guardians have come into the school to discuss the circumstances of the event(s).

It is the responsibility of every employee, parent, and students to recognize acts of bullying/harassment and to take every action necessary to see that necessary protocols and procedures are followed. An employee, parent or students who believe they have been the target of bullying/harassment has the right to file a complaint and receive a prompt, confidential response in accordance with district protocol and policy. In some cases, in order to proceed, outside agencies may be contacted and involved so information relating to the complaint may be released.

603 CMR 23.00: Student Records - Education Laws and Regulations (mass.edu)

Bullying Prevention and Intervention Plan Legal Definitions

As defined in M.G.L. c. 71, § 37O ''Bullying'', the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

i. causes physical or emotional harm to the victim or damage to the victim's property;
ii. places the victim in reasonable fear of harm to himself or of damage to his property;
iii. creates a hostile environment at school for the victim;
iv. infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyberbullying: 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 defines ''Cyber-bullying'', bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include

- the creation of a web page or blog in which the creator assumes the identity of another person or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the

posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Harassment: Unwelcome verbal, written or physical conduct targeting a specific person(s) which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

- After a pattern of 3 instances has been established you may press criminal charges against the offender under this statute.

Discriminatory Harassment/Civil Rights Violations: Involve any acts directed at a target that cause emotional or physical harm, due to a person's protected category under constitutional or statutory rights.

Sexual Harassment: Unwanted or unwelcome behavior of a sexual nature. Can be verbal, visual, or physical. This can be a ONE TIME BEHAVIOR!

Gender based harassment can take many forms. If you are denied the right to participate in an activity or access a program, because of your gender (gender identity is included) this is considered sexual harassment.

Gender identity is one's own internal sense of self and their gender, whether that is man, woman, neither or both. Unlike gender expression, gender identity is not outwardly visible to others.

Gender expression is how a person presents gender outwardly, through behavior, clothing, voice or other perceived characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine or feminine changes over time and varies by culture.

Transgender, or simply **trans,** is an adjective used to describe someone whose gender identity differs from the sex assigned at birth. A transgender man, for example, is someone who was listed as female at birth but whose gender identity is male.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents, guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. NRSD staff members are required to report promptly to the Principal/Assistant Principal, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make reporting resources available to the school community including, but not

limited to, an Incident Reporting Form (see appendix A) and an anonymous online reporting system. The online reporting system will be developed and implemented in a safe and confidential manner with the support of the Network Manager.

A. Reporting

The Nashoba Regional School District expects staff, 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/Assistant Principal. All staff members are required to report any bullying or harassment incident they see or learn about. Other 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.

B. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal/Assistant Principal 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 (See Appendix E).
Responses to promote safety may include, but are not 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/Assistant Principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Assistant Principal 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 including, but not limited to, the above stated accommodations.

C. Obligations to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal/Assistant Principal will notify the parents or guardians of the target and the aggressor within twenty four hours, and of the procedures for responding to it. There may be circumstances in which the Principal/Assistant Principal contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to another school or district: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school; the Principal/Assistant Principal first informed of the incident will promptly notify by telephone the Principal/Assistant Principal 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.

D. Investigation

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

During the investigation the Principal/Assistant Principal/Dean may, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal/Assistant Principal/ Dean will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal/Assistant Principal/ Dean, other staff members as determined by the Principal/Assistant Principal/ Dean, and in consultation with the school counselor, as appropriate. The Principal/Assistant Principal/ Dean will maintain confidentiality during the investigative process. The Principal/Assistant Principal/Dean will maintain a written record of the investigation. If necessary, the Principal/Assistant Principal/ Dean will consult with legal counsel about the investigation after consultation with the Superintendent.

E. Determinations

The Principal/Assistant Principal/Dean will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal/Assistant Principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in any school activities. The Principal/Assistant Principal 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/Assistant Principal may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal/Assistant Principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if evidence of bullying or retaliation is found, what actions will be 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/Assistant Principal 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.

<u>Promoting safety for the target and others:</u> The Principal/Assistant Principal will consider what adjustments, if any, are needed in the school environment to help ensure the target's safety and that of others. The Principal/Assistant Principal may 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/Assistant Principal 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/Assistant Principal will work with appropriate school staff to implement them immediately.

The principal/ assistant principal/ dean 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.

F. Disciplinary Actions

School administrators and staff may use their professional discretion in administering disciplinary consequences to students, taking into consideration the nature of the offense, the impact of the student's inappropriate behavior upon the general welfare of the school, and the student's prior history of misconduct. The following actions may be used by the administration and staff in responding to disciplinary problems.

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

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA).

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

Disciplinary actions can include but are not excluded to: written notification to parent; reprimand; written apology; detention; suspension from transportation,, social or extracurricular activities/organizations, or other privileges; community service; removal from class; involuntary transfer; environmental cleanup; directed study placement; external/in-school suspension; expulsion; notification of police; referral to counseling/School Psychologist and drug/psychological evaluation.

IX. DRUG FREE SCHOOLS

Alcohol and Drug Abuse Policy

The following additional regulations have been established to help assure the welfare of individual students as well as the general welfare of the school population. Students or parents seeking guidance on a drug/alcohol problem from any school administrator, counselor, teacher or other staff person shall be provided with such guidance without disciplinary action provided the students are not observed on school premises or at a school-related function under the influence, selling, possessing, and**/**or using alcohol or drugs (for example, if a parent speaks with a guidance counselor about their child's substance abuse outside of school, this would not result in disciplinary consequences at school).

The transportation, use, possession, distribution (the act of giving or selling any such substances to another) and/or sale of alcohol, drugs, or drug paraphernalia (including look-alike drugs/substances) on school

property, or at any school activity is strictly prohibited. A school activity is defined as any activity that has at least one of the following characteristics associated with it:

- A parental permission slip
- Sponsored by a student organization or club
- An event or athletic activity supervised by coaches, teachers or school administrators
- Transportation to the event is provided by the school
- The student activity fund is utilized in some manner to pay for the activity.

Disciplinary actions, up to and including expulsion, shall be imposed for the following infractions of the alcohol and drug abuse policy:

- Transportation, possession, use and/or being impaired by alcohol or drugs (typically carrying an out-of-school suspension of at least five days); and/or
- Selling or distribution of drugs, alcohol, or look-alike substances (typically resulting in a long-term suspension or expulsion).

Any students who have consumed or used alcohol or drugs before or during school, a school-sponsored function or extra-curricular activity (including but not limited to dances, drama and musical productions, awards programs) may be barred from any school-sponsored function or extra-curricular activity for a specific period of time as determined by the Principal. At extracurricular events, the Principal or their designee may request that students perform a *Breathalyzer* examination or submit to a sobriety evaluation by a school nurse to determine impairment.

Whenever students are suspended or expelled for drug/alcohol-related acts, the school administration shall conduct a conference with the students and their parent or guardian prior to reinstatement of the students. In the event of several violations, school administration may offer to defer a disciplinary action or a portion of an action if the students agree to substance abuse evaluation. Such agreement requires full compliance with evaluation protocol, signing a consent form to release information, compliance with evaluation recommendations for treatment, and disclosure of such recommendations to the school.

Staff Responsibilities

In the event that Administrators have *reasonable suspicion* or are *reasonably convinced* that students are impaired by drugs or alcohol on school premises or at a school-related event, or that students are using, possessing, transporting, distributing, or selling alcohol, drugs, suspected drug materials (includes look-alike drugs/substances), drug paraphernalia and/or devices, the Principal and/or designee may:

- Contact the nurse and require the students to perform a *Breathalyzer* examination to determine impairment, or submit to a field sobriety test.
- With the advice of the school nurse, decide whether the students should remain in school, be taken for emergency medical treatment or evaluation, or be released to the parent or guardian.
- Contact the students parent/guardian
- Search the students, the student's belongings, the student's vehicle and/or the student's locker.
- Notify law enforcement personnel.
- Ask police to identify any suspected materials.
- Make a referral to the student's guidance counselor.

If students use, possesses, transports, distributes, or sells alcohol, drugs, suspected drug materials (including look-alike drugs/substances), drug paraphernalia and/or devices, or is determined to be impaired by drugs or alcohol on school premises or at a school-related event, school Administrators shall:

- Notify the students' parents or guardians.
- Contact law enforcement personnel (if necessary).
- Ask police to identify any suspected materials (if necessary).
- Take any other action deemed appropriate to maintain the safety and order of the school environment.

Smoking/Vaping

The Massachusetts Education Reform Act of 1993, Ch. 71, Sec. 37H prohibits the *use* of any tobacco or look-alike tobacco products in school, on school grounds, on school buses, in school facilities or at school-sponsored events. In addition, NRSD also prohibits the possession or use of any smoking or vaping products (i.e. e-cigarettes, hookah pens), or other tobacco products in school, on school grounds, on school buses, or in school facilities.

NRSD is committed to having a smoke free/tobacco free environment for its students, faculty and guests. Smoking is a serious threat to both smokers and non-smokers and will not be tolerated. The following disciplinary sanctions are consistent with the law against smoking. Members of athletic teams are also subject to the regulations of the Athletic Department and the MIAA.

X. STUDENT LIFE AND GENERAL INFORMATION

Bulletin Board Policies

Classroom and school bulletin boards are primarily for information pertaining to Center School activities. Messages for school bulletin boards must be submitted to the Main Office for prior approval.

Lost Articles/Lost and Found

There is a Lost and Found table in the main hallway by the office. If your child is missing clothing, lunch box, or any other item, please stop in and check. **Please be sure that all items coming to school with your child (jackets, hats, backpacks, lunch boxes, etc.) are well marked with his/her name.**

Recycling

We encourage students to reduce, reuse and recycle. All students and staff are asked to use the designated recycling containers around the school. There are containers for paper, bottles, cans/plastic and cardboard. Please help keep Center School environmentally friendly.

Library

Students may check out books for the 5-day cycle. Books may be renewed to extend the borrowing period.

Students will receive notice when they have an overdue book outstanding. The book(s) must be returned or renewed on or by the date indicated on the notice. A financial obligation will be levied for any book not returned, missing, or lost.

504 Plans

Students who have a permanent or temporary disability may be eligible to receive special accommodations for their disability. The student's disability must substantially impact their ability to function at school and to access the curriculum. A meeting with the Section 504 team, chaired by the Principal or their designee, is required before a 504 Plan can be developed and implemented.

Bus Transportation

Students who receive bus transportation are expected to conduct themselves in a responsible manner. Riders are expected to be courteous to fellow pupils and the bus driver at all times. Refer to the "Bus Rules" section for specific details. Students are expected to follow all regulations set forth by the bus company as well. Students who violate bus rules and/or safety procedures will receive a bus slip.
Students who receive three bus slips in a school year will lose bus privileges for a time period to be determined by the building principal.

Students are not allowed to ride a bus that is not their own to another student's house. However, students may take their regular bus to a stop that is not their regular stop if a note is provided to the Center School office by a parent or guardian.

Kindergarten Bus Routes

Morning pick-up and afternoon drop-off locations for kindergarten students will be the same as for older students living in their neighborhoods. Kindergarten students will be dropped off or picked up at their homes or at a location within view of their homes. Parents/guardians should inform the school office during kindergarten registration or by June 1 as to the location of their child is to be picked up or dropped off, if it is to be different from their home address. A parent/guardian must be at the drop off location or the student will not be dropped off and he/she will be returned to school at the end of the route. The student must then be picked up at school.

Lunch/Recess

School Cafeteria

Lunch is a time when students are encouraged to relax and socialize with their peers. The cafeteria rules are to ensure the health and safety of students and to provide students with the opportunity to practice table etiquette.

- Walk in the lunchroom.
- Talk quietly to others sitting close by you.
- When you are finished eating, wait to be dismissed from the table, and clean up your own area.

What should I know about recess?

All students have one 25-minute recess, with the exception of kindergarten who has two recesses, one in the morning and one in the afternoon. All students will go out to recess unless there is a medical or chronic condition that has been cleared with the school nurse.

Please be sure that children come to school with the proper outdoor attire year round. This includes hats, mittens, snow pants, and boots in the winter. Children without snow pants and boots are not allowed to play on the playground during recess; they must stay on the hardtop walkway. Dressing in layers is best for changing weather conditions**.** The children play hard at recess and should wear appropriate shoes for climbing and running to avoid injuries. ***Please label all of your child's clothing*** to decrease the amount of clothing that ends up in the Lost and Found.

With such variability in the weather, students do not always come to school with the proper outerwear. Please help your child have all the necessary clothing for cold and snowy weather. We try to send the students outside as much as possible. As a guideline, Center School will have indoor recess if the temperature is below 20 degrees or if there is heavy precipitation. Please make sure students have boots, a coat, gloves or mittens, snow pants and a hat for the winter. **Students are not allowed to play in the snow without boots and snow pants.** As students get older, they like to wear sweatshirts instead of jackets. With wind and snow, this is not considered a jacket.

Please talk with your child daily about what is appropriate to wear to school. Take into consideration that the predicted temperature is not assured and that the wind chill often drops that temperature by five to ten degrees. It does get particularly windy on the playground with very little to break the wind coming across the fields. With a 10 mph wind, a 45 degree day quickly becomes 33 degrees just above freezing. Many students want to wear shorts to express their independence and individuality. Please have thoughtful conversations with them each morning about what they wear. If the temperature is near 45 degrees and windy, let your child know that they may be asked to wear pants and a warm jacket out to recess. Decisions to keep the students inside for recess are made by Administration and the School Nurse using the "cold weather/wind chill chart" on a local web site.

Grades K, 1, & 2

- Boots and snow pants must be worn on any surface with snow.

Grades 3, 4, & 5

- Boots must be worn in the snow. In order to play in the snow, snow pants must also be worn. Anyone without the proper attire for his/her grade level must stay on the paved areas.

Student Activities

Extracurricular activities, school events, and athletics are important parts of the school experience, and all students are encouraged to participate. Students who participate in extracurricular activities, or other after-school events are expected to remain in those parts of the building specifically designated for the activity or event.

Nurses are not available to provide care before or after school. If an emergency occurs during a school-sponsored event before- or after-school, the supervising school staff will follow emergency procedures and protocols and call 911 when necessary. Parents are responsible for notifying activity advisors and/or supervising staff of their child's health concerns/conditions and for providing any

emergency medications that the students may need during the event.

Dress Code

File: JICA

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF: Acts of 2022, Chapter 117

https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter11

SOURCE: MASC UPDATED 2022

XI. TECHNOLOGY

Chromebooks (1:1)

All Center School 3rd, 4th, and 5th grade students are to be issued a district-owned Chromebook. Chromebooks are intended to be an educational support tool that can enhance and expand educational opportunities inside and outside the classroom.

Students are responsible for the general care of the Chromebook they have been issued by the District and may not add stickers to the device.

In the event that a Chromebook fails to work properly, it will be set aside for repair and the District will make every effort to provide the students with a loaner device during the repair process. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

A Wi-Fi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. Students are bound by the Nashoba Regional School District Internet Policy: Use of Networked Information Resources and all other guidelines in this document wherever they use their Chromebooks. Inappropriate use of the Chromebooks may result in disciplinary action. The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks have their internet connections filtered when on site in the Nashoba Regional Public School District.

For complete district procedures, guidelines and a Parent Consent Form regarding 1:1 Chromebook Use, please go to The Nashoba Regional School District Website: Procedures and Guidelines for Chromebook Use. The Parent Consent Form must be signed before a Chromebook is issued to students.

Personal Electronic Devices, Cell Phones, and Wearables

Students bringing any electronic devices to school assume total responsibility for them.

If a student brings a cell phone or personal device to school, it is expected to be turned off and safely put away for the duration of the day. **Smartwatches are considered cell phones and must remain in "school mode" all day, including on the bus. Cell phones and other electronic devices may only be used with permission from the classroom teacher.** These devices should not be used to communicate with parents and guardians during the school day or on the bus. Failure to follow these expectations will result in the following consequences:

- A first offense of using a cell phone or device without permission will result in the device being turned into the office. The student may claim the phone or device at the end of the day.
- A second offense of using a cell phone or device without permission will result in the device being sent again to the office at which time a parent will need to pick up the device.
- A third offense of using a cell phone or device without permission will result in the device being sent to the office. A parent will need to pick up the device. At that time, the student will no longer have permission to bring a phone or device to school.
- Any further incidents would be characterized as a pattern of behavior that would require additional disciplinary consequences.

Chromebooks issued by Center School must be used appropriately and in keeping with the Acceptable Use Policy.

The school is not responsible for valuables that are damaged, lost, or stolen.

XII. CODE OF CONDUCT

The purpose of the Nashoba Regional School District Behavioral Code is to maintain a safe and disruption-free learning environment, to dissuade students from acting in unsafe or disruptive ways, and to encourage students to modify their future behavior after acting in unsafe or disruptive ways. At all times, all students and staff members are expected to exhibit Nashoba's Core Values by demonstrating integrity, communicating respectfully and effectively, working to achieve at high levels, relating to others with tolerance and empathy, and engaging with each other in positive and productive ways.

Nashoba's approach to discipline is restorative in nature, engaging students in discussions and conferences that guide them to reflect upon their actions and impacts on others as a means to foster learning and build relationships. These conferences will be included in any disciplinary consequences. This code applies to the behavior of all students while they are on school grounds, in school buildings, and/or attending or participating in school sponsored activities or events. Students violating the disciplinary code may receive

disciplinary consequences up to and including suspension or expulsion. As a general rule, the severity of disciplinary consequences will be proportionate to the severity of the offense. Nashoba Regional School District has a responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. The following table provides a general guide to the enforcement of disciplinary consequences, but the table is meant to be illustrative and not definitive: school administrators reserve the right to adjust the disciplinary sanctions to be imposed upon students if extenuating, aggravated, or mitigating circumstances exist (a more extensive list of example behaviors may be found in the Appendix, and certain behaviors are explained in more detail in this section of the Handbook).

Classroom Behavior

All students are expected to be present and on time to class every day, to bring learning materials, to show respect for other people and their property, and to be prepared to participate.

The teacher in each class establishes and distributes policies and expectations that assure the desired atmosphere, one that is conducive to learning while meeting the needs of the entire class and the individual students. Teachers' expectations will be presented at the beginning of the year or the class. Those who disrupt a class will be given an opportunity to resolve the matter with the teacher.

If the students continue to demonstrate inappropriate behavior, teachers may contact the student's parent or guardian to make them aware of the problem and how the teacher is attempting to address it; the teacher may assign a teacher detention for the infraction; if problems persists, the teacher will notify the office; if student's misbehavior continues, the student's will be referred to the office; chronic inappropriate behavior will require a family meeting.

Removal From Class

Students cannot be permanently removed from a class without due process. However, if students are posing a threat to themself or others, they may be removed immediately from the class and referred to an administrator for appropriate action, including disciplinary sanctions. If students are sent out of class for disruptive or inappropriate behavior, the teacher will notify the office immediately and follow up with an administrator as soon as possible to work on a resolution of the issue.

Dangerous and Disruptive Behavior

Any students who commit an act that is deemed to be dangerous to the safety and welfare of other individuals on school property or at a school sponsored activity shall be subject to disciplinary sanctions. Students exhibiting behavior out of school that nevertheless has a nexus to the school and could create an unsafe environment, or lead to the disruption of the school environment, may be subject to disciplinary sanctions.

Any students using profanity directed at a staff member, or engaging in verbally aggressive language towards other students or towards a staff member, will be sent immediately to an administrator and will face significant disciplinary consequences.

Due Process for Suspensions

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1⁄2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

A. the disciplinary offense;
B. the basis for the charge;
C. the potential consequences, including the potential length of the student's suspension;
D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present
E. the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
F. the date, time, and location of the hearing;
G. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations. All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a

determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

A. 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;
B. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
C. 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 the right to cross-examine witnesses presented by the school district;
D. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports)what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

A. Identify the disciplinary offense, the date on which the hearing took place, and the participants at

the hearing;

B. Set out key facts and conclusions reached by the principal;
C. Identify the length and effective date of the suspension, as well as a date of return to school;
D. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
E. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension

principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal 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. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in-school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

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 (10) 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 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 a 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 (2) 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 above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H1⁄2
The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

A. Possession of a dangerous weapon, possession of a controlled substance, or assault of staff.

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision 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/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

B. Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for

appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

C. Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.
Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG-TERM SUSPENSION

A. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to make up assignments, tests, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.
B. Any student who is expelled or suspended from school for more than ten 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.
C. Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
    a. The principal shall notify 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 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.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district:

A. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

B. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."

C. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

D. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

   a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or

   b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

E. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
F. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

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

A. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
    a. the parent had expressed concern in writing; or
    b. The parent had requested an evaluation; or
    c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

    The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
B. If the district 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.
C. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

XIII. LAWS, REGULATIONS, POLICIES & PROCEDURES

Section 34D: Student records; maintenance, storage, destruction, etc.; inspection by parent or guardian

Section 34D. The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupils which are kept or are required to be kept.

Section 34E: Inspection of student records; persons authorized

Section 34E. Each school committee shall, at the request of a parent or guardian of a student, allow such parent or guardian to inspect academic, scholastic, or any other records concerning such students that are kept or are required to be kept, regardless of the age of such student. Each school committee shall, at the request of a student eighteen years of age or older, allow such student complete access to all school records relative to him or her.

Section 34H: Noncustodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent

Section 34H. (a) Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English learner program established under chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt

of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

(b) A parent requesting information under this section shall submit a written request to the school principal.

(c) Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

[There is no subsection (d).]

(e) At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

(f) The principal of each public elementary and secondary school shall designate a staff member whose duties shall include the proper implementation of this section.

[There is no subsection (g).]

(h) The department of education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions which assure that the information referred to in this section is properly marked to indicate that said information may not be used to support admission of the child to another school.

Massachusetts General Laws, chapter 71, section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal.

Relative to student discipline:

A. Any students who are 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 students who assault 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 students who are 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 students 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 their discretion, decide to suspend rather than expel students who have been determined by the principal to have violated either paragraph (a) or (b).
D. Any students who have been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled students shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The students have 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 students have violated any provisions of this section.
E. When students are expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such students or to provide educational

services to said students. If said students do apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said students a written statement of the reasons for said expulsion.

Massachusetts General Laws, chapter 71, section 37H1/2

1. Upon the issuance of a criminal complaint charging students with a felony or upon the issuance of a felony delinquency complaint against students, the principal may suspend such students for a period of time determined appropriate by said principal if said principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. The students shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The students 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 students shall have the right to appeal the suspension to the superintendent. The students shall notify the superintendent in writing of their 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 students and the students' parent or guardian within three calendar days of the students request for an appeal. At the hearing, the students 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, including recommending an alternate educational program for the students. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon students being convicted of a felony or upon an adjudication or admission on court of guilt with respect to such a felony or felony delinquency, the principal may expel said students if the principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. The students shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The students 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 students shall have the right to appeal the expulsion to the superintendent. The students shall notify the superintendent, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a

hearing with the students and the students' parent or guardian within three calendar days of the expulsion. At the hearing the students shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the students. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such students, no school or school district shall be required to provide educational services to such students.

Section 37H3/4: Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2

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 37H.5.

(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.

As amended, G.L. c. 71, §37H¾(b) now specifies procedures and documentation that are required in disciplinary matters covered by this statute.4 The principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
    - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
    - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

"Alternative remedies" may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

(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.

Section 37G: Corporal punishment of pupils prohibited; use of physical restraint; regulations

Section 37G. (a) The power of the school committee or of any teacher or any other employee or agent of the school committee to maintain discipline on school property shall not include the right to inflict corporal

punishment upon any pupil.

(b) The provisions of this section shall not preclude any member of the school committee or any teacher or any employee or agent of the school committee from using such reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the principal shall file a detailed report of such with the school committee.

(c) The board of education shall promulgate regulations regarding the use of physical restraint for students. Such regulations shall not preclude any teacher or employee or agent of the school from using reasonable force to protect pupils, other persons and themselves from an assault by a pupil as set forth above in section (b). Such regulations shall require training of all personnel authorized to administer any forms of restraint. Such regulations shall provide for procedures for notification to the department and to the parents.

NRSD Physical Restraint Policy

Nashoba Regional School District supports students learning and the development of a positive school climate through multiple strategies and interventions. If those methods do not effectively address student's behavior, de escalation techniques are implemented. If behavior poses a threat of imminent, serious, physical harm to students or others and other non-physical interventions have been tried and failed or are judged to be inadequate to the circumstances, physical restraint is implemented. Pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G the use of physical restraint on any students in all Massachusetts public school districts, charter schools, collaborative education programs and special education schools shall comply with the restraint requirements under the authority of 603 CMR 46.00 promulgated by the Board of Education. The purpose of 603 CMR 46.00 is to ensure that all students participating in a Massachusetts public education program are free from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, with extreme caution, and to maintain safety for everyone.

IDEA (Individuals with Disabilities Education Act) or, Massachusetts State Law, 603 CMR 28 (Massachusetts Special Education Regulations)

(1) 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, § 1B, and c. 71B.

(2) 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq., and federal regulations (34 CFR § 300 et seq.).

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

Child Find

All children with disabilities ages 3 through 21 residing in the State, including children with disabilities who are in foster care, homeless, homeschooled, or attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, must be identified, located, and evaluated. Child Find must include children who are suspected of being a child with a disability and in need of special education, even if they are advancing from grade to grade. For more information about federal child find requirements, please see the United States Department of Education's Office of Special Education and Rehabilitative Services (OSERS), Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act (Aug. 24, 2021)(Child Find guidance).

IDEA Part B also requires each LEA to "locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA." In accordance with IDEA regulations, the child find activities for such children must be similar to the child find activities undertaken for the LEA's public school children. For more information about child find requirements relating to privately enrolled children with disabilities, including homeschooled students, please see the Department of Elementary and Secondary Education's (DESE) website, which includes Administrative Advisory SPED 2018-1 and sample child find notices for privately enrolled students.

Overview of Child Find Requirements Under State Law

In addition to federal law, Massachusetts state law requires "the school committee of every city, town or school district" to "identify the school age children residing therein who have a disability," as well as "diagnose and evaluate the needs of such children, propose a special education program to meet those needs, provide or arrange for the provision of such special education program." State law also requires that school districts "maintain a record of such identification, diagnosis, proposal and program actually provided."

Considerations for Conducting Child Find Activities

As described by OSERS in its Child Find guidance, in light of the educational disruptions caused by COVID-19, LEAS should reexamine the efficacy of their existing child find practices and initiate new activities as appropriate. For example, the LEAs that post their Child Find notices on their websites and in settings frequented by families in their community, such as doctor's offices, autism centers, hospitals, private schools, and daycares, may also consider posting their Child Find notices on their social media pages or expanding the number of settings in which they post them. For additional ideas for child find activities, please see: Q&A 5, OSERS, Child Find.

Title I

As a public school system receiving Title I funding, the Nashoba Regional School District has the legal obligation of informing parents that they have the right to request information regarding the qualifications of their child's/ren's teachers. NRSD is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information regarding your child's teachers, please contact the Human

Resources office at 978-779-0539 ext. 3009.

Chapter 282 of the Acts of 1993, General Laws Chapter 76/5 (Amends Chapter 622 Discrimination prohibition in the public schools of the Commonwealth of Massachusetts)

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, national origin, sexual orientation or sexual/gender identity.

An Act Relative to Gender Identity. General Laws Chapter 199 of the Acts of 2011

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.

Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of educational programming and activities.

Chapter VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin.

Title IX of the Educational Amendments of 1972 (Prohibition of discrimination on the basis of sex.)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activities receiving Federal financial assistance.

Chapter 269 of the General Law of Massachusetts (Prohibition of Hazing)

Section 17: Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be

punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

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

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy

has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Chapter 265 Section 43A

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than 21/2 years or by a fine of not more than $1,000, or by both such fine and imprisonment. The conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including, but not limited to, any device that transfers signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

Section 703 of Title VII of the Civil Rights Act of 1964 and Chapter 151A and 151B of the Massachusetts General Laws (Prohibition of sexual harassment)

Sexual harassment in any form is not allowed in this school. The prevention of harassment at the Nashoba Regional School District is critical to maintaining a safe, secure climate, which is conducive to learning.

Title VII of the Civil Rights Act and Title IX of Educational Amendments of 1972 define sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which interferes with work performance or creates an intimidating, hostile or offensive working environment. A hostile and intimidating environment can include using profanity, name-calling, telling of off-color jokes, making sexist comments and innuendo, or showing explicit or offensive pictures. The range of behaviors includes leering, pinching, grabbing, suggestive verbal comments, spreading sexual gossip, pressure for sexual activity and any unwanted physical conduct of a sexual nature.

If you believe you have been a victim of sexual harassment, talk to a teacher, guidance counselor or advisor. The complaint grievance should be as clear and specific as possible with an exact description of the behavior, including when and where it happened. You may be encouraged to describe the incident in writing. The complaint will be dealt with in a timely manner (see timeframe and procedures in the

Discrimination Grievance Procedures section). The adult will discuss the incident with the alleged harasser to gain additional information and will be determined if discipline is warranted. Several ways that the issue may be addressed are conflict resolution, peer mediation and guidance counseling. The course of action will be discussed with the student bringing the complaint and may result in a warning, detention or suspension. If you are dissatisfied with the results or progress of the investigation, you may discuss the dissatisfaction with the appropriate Principal. The school will work toward ensuring that the inappropriate behavior(s) stops.

Nashoba Regional School District will not tolerate any retaliation against any person who files a complaint or who cooperates in any investigation into possible harassment. Disciplinary action may be taken against any student who engages in retaliation.

NRSD Internet Policy

The Nashoba Regional School District recognizes the value and importance of network information sources and related technologies for a well rounded education. The District supports access of students and staff within appropriate bounds.

The District makes telecommunications, electronic information sources, and networked services available for the enhancement of learning and teaching within various curricula. The District expects the staff to blend thoughtful use of these educational avenues throughout the school experience and provide guidance and instruction to all students in the appropriate use of these resources.

The District realizes the positive and constructive use of these resources; it also recognizes the potential for possible misuse. Therefore, individual users must take full responsibility for their own actions. All users shall assume full liability, legal, financial or otherwise, for their actions. The District reserves the right to access, audit, and review usage. Use shall be governed by administrative regulations, procedures, user guidelines and user agreements. Information stored or transmitted on NRSD computer systems is the property of NRSD and may be reviewed by the District at any time.

In order to comply with the Children's Internet Protection Act (CIPA), this document will serve as Nashoba Regional School District's Internet Safety Policy. Nashoba Regional School District has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain any material deemed to be inappropriate or harmful to minors as defined by CIPA [Pub.L.No.106-554 and 47 USC 254(h)].

Nashoba Regional School District includes in its curriculum Internet safety. The curriculum includes teaching students about appropriate and safe online behavior, including intellectual property, personal safety, and cyber bullying awareness and response. To the extent practical, staff supervises and monitors appropriate usage of the online computer network and access to the Internet in accordance with this policy.

The district takes cyber-bullying seriously and appropriate action will be taken to protect students and staff from any form of cyberbullying. Cyber-bullying is bullying through the use of technology or any electronic

means, and includes the distribution of electronic communications or the posting of electronic material that may be accessed by one or more persons.

Bullying is defined as the repeated use of a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at other students that has the effect of:

- causing physical or emotional harm to the other students or damage to their property;
- placing the other students in reasonable fear of harm to themselves or of damage to their property;
- creating a hostile environment at school for the bullied students; infringing on the rights of the other students at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.

Ethical participation in academic interactive web resources and electronic forms of communication is expected of all students and staff. Any text, voice or image that is considered inappropriate in the classroom is also inappropriate in all uses of interactive web resources and any electronic communications. This includes, but is not limited to, profanity, racist, sexist or other threatening or discriminatory remarks. Students should promptly inform a staff member if any messages received or material reviewed is inappropriate.

All personal or school-owned technology and electronic devices shall be monitored. All technology and electronic devices should be used primarily for academic purposes during official school hours. Use of the network, technology and electronic devices shall be permitted only upon submission of signed agreement forms by both parents/guardians and students. Some networks may require an additional agreement by users; i.e., outlining standards for behavior and communication. User accounts shall be limited, suspended, or revoked if these resources are misused.

The following are not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online
5. Trespassing in others' electronic files or plagiarizing others' work as their own
6. Violating copyright laws
7. Revealing identifying information such as first and last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs, unless approved by a teacher for the purpose of meeting course requirements.
8. Unauthorized disclosure, use, and dissemination of person identification information regarding minors
9. Sharing a password or using others' accounts and passwords
10. Intentionally wasting limited resources (i.e. excessive printing, downloading or online streaming)
11. Employing the network for commercial or other non-academic purpose
12. Damaging computers, computer systems or networks

Publication of information shall be in accordance with the Nashoba Regional School District Publication of Personal Information Policy.

Nashoba's Administrative Procedures on Physical Restraint

Administrative Guidelines and Procedures- Physical Restraint Prevention and Behavior Supports

Nashoba Regional School District shall abide by the provisions of 603 CMR 46.00), which regulates the use of physical restraint on students in Massachusetts public school districts. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint .603 C.M.R. 46.01(3)(a) & (b).

Note: Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Physical restraint shall be used with extreme caution. Nashoba Regional School District has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.01(3), which shall be annually reviewed, provided to school staff, and made available to parents.

Nothing in 603 CMR 46.00 shall be construed to limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Human Resource department will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

II. District's Physical Restraint Procedures

A. Definitions

"Consent" shall mean agreement by a parent/guardian who has been fully informed of all

information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.

"Restraint" shall mean limitation on a student's physical movement using force against the student's resistance.

"Physical restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

"Physical escort" shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

"Mechanical restraint" shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or a stabilizing device ordered by a physician or related services professional and used for the specific and approved protective or positioning purpose for which the device is designed shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician or related services professional and consented to in writing by the parent/guardian of the student. Examples of such devices include, but are not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility than would be possible without the use of such device or mechanical supports, vehicle safety restraints when used as intended during transport of a student in a moving vehicle, restraints for medical immobilization or orthopedically prescribed devices that permit a student to participate in activities without the risk of harm.

"Seclusion" shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes he or she will be prevented, from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02. The use of seclusion is expressly prohibited.

"Time-out" shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed or when thirty-(30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of

calming. The school principal must approve any space utilized for time-out outside of a classroom before it is utilized.

"Medication restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

"Prone restraint" shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. See 603 C.M.R. 46.02

"Principal" shall mean the instructional leader of a public education school program or his or her designee.

III. Use of Restraint

(1) Prohibition.

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

(2) Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

(3) Limitations on use of restraint. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

(4) Referral to law enforcement or other state agencies. Nothing in 603 CMR 46.00 prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;

(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

IV. District's Procedures

Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

A. School-Level Supports

The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

The Nashoba Regional School District has an individual school based Crisis Team(s) which includes the administrative team, school counselors, nurse(s) and other school personnel. All members of the school's crisis team are trained in Safety-Care by QBS Training.

For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required physical restraint, the Team should develop a safety behavior intervention plan or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings to track progress or make specific alterations. The Crises Teams may request a functional behavioral assessment (FBA) or Safety/Risk Assessment and can refer to outside agencies if needed.

The crisis team and STAT team at each school which includes administrators, teachers, school counselors, school nurses and psychologists along with other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (STAT) to plan interventions and support for students.

Each school has a functioning STAT, which meets weekly (or more as needed) to discuss individual students and/or groups of students demonstrating problem behavior and mental health concerns. The team should include administrator(s), teachers, school counselor, school psychologist, and, when appropriate, may include an outside agency representative.

B. Interventions and Alternatives Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used
as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

The Nashoba Regional School District recognizes that prevention of behavioral incidents is better than having to manage them. We know that if we can intervene early, we improve safety for our students and staff members. Our training includes several interventions and methods that may prevent the need for the use of physical restraint. This may include but are not limited to, the following:

Providing a Supportive Physical Environment by:

- Meeting Basic needs (nutritious and appetizing food and drink, sleep, clothing, medical care, etc.).
- Spacious, comfortable, uncluttered environment.
- Access engaging activities (learning, work, music, movies,sports, leisure, etc.).
- Privacy or quiet time when desired.

- Minimize stressors such as irritating, noises, unpleasant smells,glaring lights, etc.

Providing a Supportive Social Environment

- Staff who are friendly, helpful, and respectful.
- Access to meaningful suggestions about what to do and who to do it with.
- Access to preferred adults
- Meaningful learning and work opportunities.
- Frequent reinforcement of desirable behavior.

Creating a Safe Space

- It is important to be thoughtful in achieving an appropriate balance between safety and access to materials. That includes:
- Remove or secure items that are considered too unsafe.
- Limit access to items that have therapeutic value (such as tools or sports equipment), but that could potentially be used to harm self or others.
- Be aware of potentially dangerous items that are present in the environment and remove them from the immediate area when appropriate.
- Regularly check to make sure that environmental safety policies are followed and don't drift over time.

Use Positive Interaction Strategies

- Interacting with those we help in a positive manner can greatly enhance our effectiveness and reduce challenging behavior.

Avoidance of Power Struggles

- Manage your own emotional reactions.
- Provide 2–3 acceptable options
- Choose which behaviors to prompt ("pick your battles").
- Clarify the request you are making.
- Give the person more time.
- Offer help.

Use of Differential Reinforcement

- Identify one or more social, activity, or physical/tangible reinforcers that are likely to be effective for this person.
- Identify and define one or more behaviors to reinforce.
- Identify and define one or more behaviors to avoid reinforcing.
- Develop a schedule and criteria for reinforcement of the desired behavior

Use a Safety Stance

- Approach within the person's vision.

- Stand to the side of the person at 45 degrees from the person's midline, facing in the same direction at a distance of about the person's arm length away
- Hands and arms placed in the "thinking position" with the closer arm up near the face—or, for shorter or seated individuals—the "wedding position" with both hands down toward the lower part of the body.
- If the person is pacing or moving around, give extra space and stay generally oriented toward the person rather than try to continuously adjust your position to be at a 45 degree angle.

Implement a Supportive Guide

- A Supportive Guide is a way to use the person's own momentum to change the direction of movement. It does not involve yanking, pushing, or grabbing.

Calling For Assistance

- Assistance Verbally or Electronically

C. The De-Escalation Process

The Nashoba Regional School District is committed to developing positive supporting relationships with students. We are committed to developing relationships that are supportive and based in trust.
Rapport with students can likely assist with de-escalation.

Practical Considerations for De-Escalation

- It is important to think about how you can make the situation a little better, one step at a time.
- Start with the strategy that seems most likely to be effective (there isn't a sequence, so you don't have to start at Help).
- Change if the strategy you are using is not effective or if another one would be better.
- Many crisis situations will involve moving among different strategies several times.
- Rapport building and (when appropriate) counseling are important, but they happen before (or after) de-escalation, not during. Better rapport will make de-escalation work more effectively and more quickly. In a later chapter we will discuss debriefing with the person, which is a component of rapport development that comes after a crisis.
- Don't rush. An agitated person becomes less able to process and respond to verbal and non-verbal communication. Minimize your words and keep all communication simple, with pauses in between. Use the Wait strategy when it appears that a longer pause might be helpful.
- Be aware of your own emotional behavior. If you can't control your own verbal behavior, facial expression, and physical behavior, consider asking another staff person to take over.
- In the event of escalation between peers, it is often necessary to initially focus on separation of individuals in conflict with each other, followed by re-introduction and
- De-Briefing when safe and appropriate.

D. Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort. In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. School personnel who have been properly trained in the use of physical restraint through Safety Care may only administer a physical restraint.

E. Proper Administration of a Physical Restraint

Nashoba Regional School District utilizes Safety Care by QPS as it's training for de-escalation and physical restraint training. Only school personnel who have received in-depth training shall administer physical restraint.

Whenever possible, the administration of the physical restraint shall be observed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary, for the least time necessary, to protect the student and/or a member of the school community from assault or imminent, serious, physical harm. Additionally, school personnel administering a physical restraint shall use the
safest method available and appropriate to the situation in accordance with the safety requirements and shall discontinue the restraint as soon as possible.

F. Safety Requirements

(1) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(2) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(3) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(4) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(5) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

School personnel should remember that at any time, they should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress and it is the recommended best practice for school personnel to seek medical assistance when a student appears to be demonstrating or experiencing any physical distress as a result of a restraint.

G. Reporting Requirements

If a physical restraint is implement the following procedures must be followed:

(1) Faculty and staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

(2) Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

(3) Informing parents. The principal shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(4) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

(5) Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure

that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

(6) Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

(7) Report all restraint-related injuries to the Department of Elementary and Secondary Education when a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

(8) Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

In an emergency situation, school faculty and staff are expected to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation should adhere to the requirements of the district's Physical Restraint procedures and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution. Physical Restraint should only be used solely as an emergency procedure.

Brief physical contact with a student by a school staff member in order to promote student safety solely for the purpose of preventing imminent harm to the student, for example, physically redirecting a student about to walk in front of a moving vehicle, intervening with a student about to fall or intervening in a fight between students, is not considered a physical restraint. Staff who have brief physical contact with a student in order to promote student safety shall verbally inform the principal of any physical contact as soon as possible and by no later than the close of the school day on which the brief physical contact occurred and, by written report, no later than the next school working day after the brief physical contact occurred, for review of the event. The principal shall make reasonable

efforts to verbally inform the student's parents/guardians of the brief physical contact within twenty-four (24) hours of the event and shall review the event with the Crisis Team.

V. District's Training Requirements

Within the first month of each school year, the Human Resource Department shall provide all program staff with training on Nashoba Regional School District Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

In addition, for all new school employees that are hired after the start of the school year, the Human Resource Department shall within the first month of their employment provide the new employees with training on the districts Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

The training shall include the following elements:
(a) the role of the student, family and staff in preventing restraint;
(b) Nashoba Regional School District Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited;
(c) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
(d) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
(e) administering physical restraints in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
(f) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.04(3) in the use of physical restraint. See 603 C.M.R. 46.04(2).

VI . For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal shall identify the members of the Crisis Team who are staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary Education physical restraint regulations, Safety Care by QPS training be at least sixteen (16) hours in length with refresher training occurring annually thereafter which is (8) hours in length.

The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint; and (f) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological,physiological and social-emotional effects. See 603 C.M.R. 46.04(3)&(4).

VII. Methods For Engaging Parents/Guardians and Youth in discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Procedure

The Principal at each school will provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor also should follow up with the student and their family regarding behavioral support.

VIII. Complaint Procedures

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school.

The student and/or his/her/their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school. The principal shall attempt, within his/her/their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below.

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her/their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

C. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability,marital status or sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Nashoba Regional School District School Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.
Legal references: 603 C.M.R. 46.00

IX. Procedure For Use Of Time-Out As A Behavior Support Strategy

1. Use of Time-Out as a Behavior Support Strategy

The use of time-out is a behavior support strategy when it is inclusionary. The Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines inclusionary time out as , "when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom" while still "allowing the student to remain fully aware of the learning activities in the classroom." Types of inclusionary time-out practices that function as behavior

support strategies include, but are not limited to, planned ignoring, asking a student to use a fidget, placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.

The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines time-out is "a staff-directed behavior support [that] should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom." It "should not be used for punishment for noncompliance or for incidents of misbehavior that are no longer occurring." School staff must be physically present with the student who is in an exclusionary time-out setting, including but not limited to, any student who is exhibiting self-injurious behavior. If the student poses a safety risk to staff and is not exhibiting self-injurious behavior, then, in those limited instances, the school counselor or other behavioral support professional must be immediately available to the student outside the entrance to the time-out setting where he/she can continuously observe and communicate with the student as appropriate to determine when the student is calm. A student is never to be locked in a room.

During an exclusionary time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The time-out shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. Any space utilized for time-out outside of a classroom must be a safe and calming environment that has been approved by the Pupil Personnel Office before it is utilized.

2. Process of Obtaining Principal Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes

If it appears that a student may be using time-out as a behavior support strategy for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the principal before continuing the time-out for more than twenty (20) minutes. The principal can only give approval and when the principal is not on site at the school, the assistant principal or the principal designee can only give approval for the day or period of the day that the principal is not on site at the school. Before making a decision to extend the time-out for the student, the principal must be informed of critical details regarding the time-out of the student, including, but not limited to:
a. The type of time-out; and
b. The student's behavior and condition during the time-out.

The principal must consider these critical factors so that he/she/they can determine whether continued use of the time out is justified based on the student's continued agitation. If, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 indicates “if it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond thirty (30) minutes has not helped the student to calm", then other behavioral support strategies should be attempted." If the principal determines that the continued use of the time-out is justified based upon the student's continued agitation, the reporting form needs to be completed by the staff person who is seeking the extension. The report then needs to be signed by both the staff person and principal and a copy of the report provided to the Office of Student Services by no later than three (3) school working days of the administration of the time-out.

The report needs to detail the critical factors the principal was informed of and were considered by him/her in making the determination that the continued use of the time-out was justified based on the student's continued agitation. A copy of the report form is attached hereto.

XIV. APPENDIX

Educational Service Plan

Nashoba Regional School District Educational Service Plan

Individual suspension days beyond 9 days: Academic work provided to the parent prior to the day of suspension without late penalty as long as delivered the day returned or other arrangements pre-established by the teacher. Guidance Counselor notified.

Suspension days 2-5 (consecutive) beyond 9 days: Academic work provided to the parent prior to the day of suspension without late penalty as long as delivered the day returned or other arrangements pre-established by the teacher.

Suspension days 6-10 (consecutive) beyond 9 days: Academic work provided to the parent. Additionally, 30 minutes of tutoring time per suspension day. The formula of time allotted does not mean 30 minutes each day of suspension but rather a collection of time to be designed by the principal to apply.

The implementation of such services is at the discretion of the building principal. There is not an appeal process of educational opportunities or the ability on the behalf of the parent/guardian to suggest other opportunities of what is presented by the school principal or designee.

EDUCATION SERVICE PLAN

In accordance with Massachusetts General Laws Chapter 71, Sections 37H, 37H ½, and 37H ¾, must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their in-school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more) or expulsion. Any student who is expelled or long-term suspended from school for more than ten (10) consecutive days will be provided an educational service option for the duration of the school suspension. The determination of which service or combination of services will be made based on the needs of the student and resources available in the school by the principal.:

Access to tutoring services: Students offered this option are expected to attend tutoring sessions at a designated public site identified by the school district. The tutoring will be provided by qualified personnel or contracted providers The academic work will be consistent with the academic standards and curriculum frameworks established for all students. Students' tutoring schedule will be set by appointment and prepared weekly.

Access to online education: Students offered this option will be enrolled in an online platform. Work hours are flexible but students are expected to access online instruction by logging in at least 5 days per week for a minimum of 45 minutes to an hour per subject. Daily attendance is imperative in order to ensure success in the virtual program. The academic work will be consistent with the academic standards and curriculum frameworks.

Period of Expulsion or Suspension: From:_____To:_____

_____ Student Signature:_____

_____Date:_____

_____ Parent Signature:_____

_____Date:_____

_____

PLEASE MAKE YOUR SELECTION AND RETURN THIS FORM TO THE PRINCIPAL OF YOUR SCHOOL, WHO WILL ARRANGE FOR THE SERVICES. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT

_____AT_____