

Taft Early Learning Center

STUDENT-PARENT HANDBOOK

2019-2020



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Strategic Plan and Goals

The three priority areas that we believe will improve opportunities and achievement for our students are captured in these three goals :

District Strategic Goals
1. UPS will design coherent systems to achieve excellence in teaching & learning by ensuring that all students are exposed to a comprehensive curriculum that meets or exceeds content standards and is presented in a manner that maximizes all students' learning.
2.. UPS will ensure the purposeful use of information by implementing and using a meaningful and informative data management system that is consistent, student centered and identifies strengths and needs of all students.
3. <i>UPS will</i> develop an efficient and responsive culture by working in collaborative, committed and effective teams that share common goals.

OUR COMMITMENT

We are committed to Leadership, Shared Responsibility, and Professional Collaboration to drive a culture of continuous improvement for the betterment of our students and families

- *Administrators and teachers are jointly committed to and assuming shared ownership and collective responsibility for improving student achievement.*
- *Administrators and teachers actively monitor and assess the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.*
- *All stakeholders know and live the district core values and goals*

Vision

Uxbridge Public Schools in partnership with Parents, Guardians and the Community are dedicated to creating environments of continuous growth and learning that ensures ALL students become empowered and progressive learners, innovative problem-solvers, flexible thinkers and responsible and respectful citizens. Uxbridge Public Schools provide challenging educational programs and services to meet the diverse needs of all students in a safe, supportive environment and, in partnership with the community, prepare students to become competent, creative, and contributing citizens.

Theory of Action

If UPS staff, parents, and community members work together to create a unified culture of excellence in teaching, learning, and working and we provide all students with learning experiences intentionally designed to meet their needs and we consistently use relevant data to monitor students' and our success, **then** a culture of teamwork will exist at all levels, all students will grow academically, socially, and emotionally, and all students will leave UPS with the tools required to be engaged and productive citizens

Statement of Non-Discrimination

Uxbridge Public Schools is committed to promoting and maintaining an educational environment and workplace that is free of harassment and discrimination based on race, color, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, disability, active military or veteran status, genetic information or any other protected category as defined by state or federal law.

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Principal's/School Administration's Message

Dear Parents,

Welcome to the Taft Early Learning Center. We are a PK-3 school focussed on educating the whole child. Our teachers and staff always put children first and we value being a community school. We encourage parents/guardians to be active participants in their child's education. We look forward to working with you and your children this year.

Jennifer Bellville

Principal

Earl D. Taft Early Learning Center

General School and District Information

Taft Early Learning Center

16 Granite Street

Uxbridge, MA 01569

(508) 278-8643

uxbridgeschools.com

Facebook: [@UxbridgeTaftELC](https://www.facebook.com/UxbridgeTaftELC)

Taft School Administration

Mrs. Jennifer Bellville, Principal

Mrs. Carla Squier, Assistant Principal

Mrs. Jennifer Ramsdell, Preschool Director

Ms. Betty Brodeur, Taft Kids Club Director

School Hours

Pre-K

AM Pre-K 8:35 a.m. - 11:05 a.m.

PM Pre-K 12:30 p.m.- 3:00 p.m.

Grades K-3

8:35 am - 3:00 pm

Arrival at School

The school opens at 8:25 a.m. for school drop-off. We are unable to accommodate earlier drop-offs as there is no adult supervision before this time.

Important Telephone Numbers

Taft Early Learning Center

Main Office - Telephone	508-278-8643- press 1
Main Office - Fax	508-278-8646
Nurse	508-278-8643- press 4
Pre K Director	508-278-8643- press 2
Daycare	508-278-8643- press 3
Student Absentee	508-278-8643- press 7

District Administration

Dr. Frank Tiano, Superintendent

Mr. Brian Hyde, Director of Finance and Operations

Ms. Wendy Phillips, Director of Curriculum, Instruction and Assessment

Ms. Stephanie Geddes, Director of Pupil Services

Mr. Patrick Mistler, Director of Technology and Information Services

Ms. Stephanie Barstow, Director of Food Service

School Committee

Ms. Debbie Stark, Chair

Mr. Matthew Keane, Vice-Chair

Ms. Kim Cirrone, Secretary

Mr. Brett Pomeroy

Mr. Erik Voigt

Ms. Jennifer Chamberland

Ms. Holly Black

Faculty and Staff

Administrative Assistants

Ms. Kim Hill

Ms. Christine Veneziano

PK Teachers

Ms. Colleen Churchill

Ms. Olivia Cormier

Ms. Kathy Mercure

Ms. Kerrie Russell

Kindergarten Teachers

Ms. Sarah Buckley

Mr. Brian Carter

Ms. Lillian Hazard

Ms. Elizabeth Riker

Mr. Scott Sherman

Ms. Jeanine Yordanopoulos

Grade 1 Teachers

Ms. Lynn Frabotta
Ms. Jennifer Martin
Ms. Judith Mastroianni
Ms. Nancy Michelson
Ms. Michelle Roche
Ms. Pattie Stankevitz

Grade 2 Teachers

Ms. Debra Auciello
Ms. Jacyln Brochu
Ms. Aimee Carpentier
Ms. Erika Devlin
Ms. Susan Dubois
Ms. Pamela Silbor

Grade 3 Teachers

Ms. Shelley Buckley
Ms. Susan Lukowski
Ms. Margot Mannka
Ms. Sharon Michalewski
Ms. Erin Osterhoudt
Ms. Alison Scagnelli

Specialists

Ms. Margy O'Donnell: Library
Ms. Brianna Ouellette: Art
Ms. Gaye Quintiliani: Technology
Ms. Jeanne Rapoza: Music
Ms. Pamela Seagrave: PE

Nurse:

Ms. Rebecca Padula: Nurse

Special Education and Student Support Staff

Ms. Linda Ashby: Special Education
Ms. Karla Belliveau: Special Education
Ms. Bonnie Berard: ELL
Ms. Rebecca Kelley: Psychologist
Mrs. Karen Isabelle: Special Education
Ms. Nancy Doyle: Reading Specialist
Ms. Joanie Dubeau: Occupational Therapist
Ms. Lisa Ferrelli: Special Education
Ms. Marcie Goding: Physical Therapist
Ms. Susan Haughey: Special Education
Ms. Elizabeth Deschene: Team Chair K-7
Ms. Sharon Manz: Reading Specialist
Ms. Kayla Pacheco: Special Education

Ms. Michele Pierce: Speech Pathologist
Ms. Shelby Delos: Speech and language
Ms. Courtney Webber: BCBA
Ms. Iona Waterhouse: Social Worker

Paraprofessionals

Ms. Colleen Bouvier
Ms. Brenda Brochu
Ms. Denise Constable
Ms. Lori Coolbrith
Ms. Shanan Dabelstein
Ms. Jacquelyne Desmeule
Ms. Sarah Douglas
Ms. Becky Ethier
Ms. Kelly Gillespie
Ms. Melanie Chabot
Ms. Kate Grenon
Ms. Stacey Guillette
Ms. Maureen Stewart
Ms. Michelle Hanscom
Ms. Kim Lannigan
Ms. Kim Bartlett
Ms. Nancy Peso
Ms. Christine Pezzullo
Ms. Amanda Kaferlein
Ms. Paula Shaw
Ms. Roberta Smart
Ms. Wanda Tymrakiewicz
Mr. Adam Rollins
Ms. Nancy Walsh
Ms. Heather Woodman
Ms. Cynthia Vanderbrug
Ms. Sharon LaFlamme
Ms. Stacey Mone

Kitchen Staff

Ms. Ann Belanger
Ms. Sue Hirtle
Ms. Kelly Mastroianni
Ms. Kelly Shaughnessy

Registration

Registering New Students

Parents registering a new child will do so at the school building in which the child will attend. Registration forms are found on the district website, <https://www.uxbridgeschools.com>, and should be brought to the school. Parents must meet with the School Nurse prior to their student beginning school. Proof of current vaccination, health history, and appropriate health records must be submitted. The nurse will clear your student for school entry at that time. The nurse will be able to assist you with applications for health insurance, obtaining a Pediatrician or any health care and referrals for needed medical services. Also required is proof of residence, birth certificate, records from previous school. If applicable, 504 plan, IEP, proof of guardianship, and residency affidavit.

Equal Educational Opportunities

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law, which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. All implementing provisions issued by the Board of Education in compliance with this law will be followed.

Communication

If there is a situation at home that might affect your child, please let the teacher, school counselor, or administrator know. Adjustments and extra consideration can be given to your child if we understand what he/she is experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc. We want to support your child, so please keep us informed. If parents are concerned with any school-related issues, they should first discuss the matter with the teacher involved.

iParent and iPass is the student information system used by the Uxbridge Public School System. Families will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.

Blackboard ConnectEd is our Community Outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

Contacting the School

The Taft staff wants to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, vice principal, or guidance counselors are additional resources.

Childcare arrangements should be made directly with your private childcare providers. Taft School should be notified in writing of all after-school childcare arrangements as well as any changes in childcare throughout the school year. It is extremely important that the school office be notified as soon as you have a change in your contact information. If you have an address change and receive bus services, our Transportation Department needs several days to make new

arrangements. **Your current telephone number is necessary so we can always reach you to ensure your child's safety. Please call the Taft School Main Office to update any changes to contact information.**

Contacting Teachers and Staff

The telephone listing for teachers is the main office. When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line to ensure your message gets through the district firewall. Teachers typically check email once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session.

If you would like to contact your child's teacher, you may

- write a note to the teacher and send it in with your child;
- call the main office; or
- send the teacher an email (Email addresses are first initial last name@uxbridge.k12.ma.us)

In an emergency, please contact the main office at 508-278-8643 and speak with the school secretary.

Contacting Students

When it is necessary to get an important message to your child during the school day, leave the message with the school secretary at 508-278-8643. Students are not to carry and keep cell phones on during the school day. The secretary will make sure your child receives your message. Children are not allowed to be called out of class to take phone calls from parents. In order to minimize class interruptions, please limit messages to topics such as family illness or a parent being absent from home after school. All after-school arrangements should be made ahead of time.

School-Home Communications

Report Cards and Conferences

Report cards are sent home with children three times a year; December, March, and at the end of the school year. Dates are set by the district at the start of every new school year. A parent signature page is included on the report card envelope.

Conferences between teachers and parents are held in the fall and spring. Specified Friday afternoon early release days are used for this purpose as well as selected evenings. However, a conference may be held at any time the teacher or parent feels it is necessary. Translators are available to help with parent conferences and communication.

Meet the Teacher Night

Meet the Teacher night is held early in the fall for parents only and provides one of the first opportunities during the school year for parents and teachers to meet. In your child's class the teacher will give an overview of the grade level curriculum and expectations for the year. This is a perfect opportunity to introduce yourself and familiarize yourself with your child's classroom materials and activities. Conferences will be scheduled for a later date to discuss your child's progress.

School Calendar and School Closure

The Uxbridge Public School calendar is set each year by the Uxbridge School Committee and is found on the district's website and sent home with your child at the beginning of the school year. We encourage you to go to the individual school calendars which can be found on the district website, uxbridgeschools.com

The calendar includes early release days and pre-approved school closures. It is important that parents mark their calendars with all dates and times when school is not in session to ensure appropriate child care during these times.

Early Release Days

Early release days occur throughout the year for professional development or parent-teacher conferences. Dismissal on early release days is 11:30 AM. Bagged lunches are available.

Early Holiday Dismissal and the Last Day of School

The Wednesday before Thanksgiving and the Last Day of School will be ½ days, dismissal at 11:30 am
No lunch is served on these days.

Professional Development Days

A number of early release days during the school year are designated by the School Committee for teacher in-service training. The purpose of these trainings is to provide teachers the opportunity for cooperative planning, as well as program and curriculum development. Typical workshop agendas include preparation of grade level instructional materials, training sessions of new teaching techniques, and meetings to revise curriculum. The meetings are valuable in strengthening the program for our students.

School Closure Information

No School Announcements

Announcements will be made using the Blackboard notification system that utilizes email and phone contact information on file with the school. Our website, social media and email will also be utilized when possible.

No School Announcements will also be carried on the following television stations:

WBZ-TV - Channel 4

WCVB-TV - Channel 5

WHDH-TV - Channel 7

Delayed Openings

There may be occasions when conditions justify delaying the opening of schools by one or two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. For example: if a bus run normally starts at 7:30 a.m., and a two hour delay is announced, the bus run will begin two hours later at 9:30 a.m. Since Taft will normally begin classes at 8:35 a.m., a two hour delay would mean school will begin at 10:35 a.m. School lunches will be served as usual on days when the school opening has been delayed. Delayed opening announcements will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

In the event of a delayed opening, school start times will be delayed by 2 hours. All activities in the schools will continue as usual including the same dismissal time. Morning Preschool classes will be cancelled when the start of school is delayed. There will be no change in afternoon Preschool hours on delayed opening days. Dismissal for afternoon Preschool will be at the regular time.

Early Dismissals

In the rare cases when school will be dismissed early because of worsening storm conditions or other emergencies, an announcement of the time of dismissal will be made using the Blackboard notification system as well as the same television stations as no school announcements (when possible).

It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers that will be called through our Blackboard communication system.

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Just come to the office and your child will be dismissed.

It is imperative that each child knows where to go in the event that a parent cannot be notified. For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

Daily Schedule/Rotation/Routines

Daily schedules at Taft ELC include lunch, recess, and at least one special class (Art, music, PE, computer, library). All classroom schedules also include a math, literacy, phonics and writing block. Science and Social Studies are integrated into the literacy block. Each classroom also has a snack time. Teachers will inform families of morning/afternoon snack times as well as the special's schedule at the beginning of the school year.

School Breakfast & Lunch

Free and reduced breakfasts and lunches are available for those who qualify. Applications are sent home the first day of school, and are available by request throughout the school year. Applications are also available on the school website.

The Lunch Program offers a choice of a cold lunch, hot lunch. Taft ELC does not serve peanut butter. School breakfast is served daily. Students are offered a variety of cold cereals, yogurt, breakfast bars, milk, and juice. Lunch menus are available at www.Uxbridgeschools.com. **Snacks** will be available at lunchtime. One purchase per student please! (Prices subject to change after calendar printing)

The cafeteria uses a Computerized Cash Register System. A debit system which allows the convenience of prepayments, anonymity to students who receive free or reduced meals, and alerts the cafeteria staff to any restrictions or food allergy information about your child.

Any students who wish to make purchases must use an assigned PIN code, which they enter at the cash register, whether they prepay or not. PIN# cards will be distributed at the beginning of the school year. Your child's teacher and the cashier will also have their PIN# in case your child forgets. It is best if your child memorizes their PIN# so they don't have to carry a card.

We encourage parents to use the prepay option. It eliminates the hassle of looking for money everyday, lost lunch money, and speeds up the lunch line.

Throughout the lunch period, students are to clean up, including picking up papers from the floor. Students are reminded that it is their obligation to clean their area of the cafeteria when requested to do so by a teacher or monitor.

School Photographs

In the fall of each year, a school photographer is contracted to photograph each child at Taft ELC. Families will be provided with purchasing options.

Transportation

Transportation Services

Eligibility

Eligibility for transportation services is determined by the location of the student's home in relation to the school to which the student is assigned, and does not entitle the student to door-to-door service. If a student is not eligible for transportation as provided for by this policy, the parent/guardian is responsible for assuring that the student gets to and from school safely.

Students with special needs who attend out of district placements (outside the Town of Uxbridge) and ride special vehicles or vans are NOT subject to the mileage boundaries or the fee. Students with special needs who attend Uxbridge Public Schools are subject to the mileage boundaries and the fee under the same provisions as other students unless they have "special transportation" by a "special vehicle" indicated in their individualized plan (I.E.P). Students with special needs with these two provisions in their I.E.P. will be transported regardless of mileage and are NOT subject to the fee. Students who have a 504 plan are subject to the fee under the same provisions as all other students.

Bus Routes and Stops

School bus stops will be at centralized locations. Students are not entitled to street-by-street or door-to-door pickup and/or delivery. All routes and stops will be determined using these guidelines:

- Bus capacity
- Length of bus routes and travel time
- Distance that an eligible student would be required to walk to a bus stop, which will not exceed the statutory limit of one mile

- Grade of student(s) to be transported
- Student's Individual Education Plan (IEP) or 504 plan
- Buses will not travel into cul-de-sacs or travel on unapproved town roads.

All Kindergarten students must be met at the bus stop by a parent/guardian or responsible person designated by the parent/guardian. Students not met will be brought back to Taft ELC.

It is the responsibility of the parent/guardian to ensure safe passage of his/her child over roadways to an established bus stop. It is the responsibility of the parent/guardian to ensure the safety of his/her child at the established bus stop. The district's responsibility begins when the child boards the bus at the pickup location and ends when the child disembarks the bus at the assigned drop off location.

Students must be picked up and dropped off at the same bus stop location five days a week. Whichever bus stop a student is picked up at in the morning, must be the same bus stop the student is dropped off at in the afternoon. A note requesting the student take the bus to/from a different bus stop on any given day is not acceptable.

Exceptions to any of the above guidelines may be made at the discretion of the Superintendent.

Request/Complaint Procedure

Requests/complaints must be submitted in writing to the transportation coordinator. A response will be provided within five (5) school days of receipt. In accordance with the Massachusetts General Law, a complaint concerning the district's compliance with the law may be made to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906.

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

EpiPens

- 1.) The district will request a written copy of the bus company's policy on the handling of students with Life Threatening Allergies (LTA's). If no policy exists, the district will work with the bus company to clearly outline the expectations of the district to ensure the safety of identified students to and from school.
- 2.) The district will work with the bus transportation company to provide proper training on LTA's and the appropriate use of EpiPens.
- 3.) Once authorization is received from the parent/guardian to release student information, the district will notify the bus company of students with identified allergies. The bus company will notify the drivers of identified students who are on their driving routes.
- 4.) If the student is to carry an EpiPen to and from school, it is the responsibility of the parent/guardian to inform the bus driver of the location of the EpiPen in the student's backpack. It is strongly encouraged that the EpiPen remain in the same location to ensure timely access in the event it is needed. The EpiPen is to be properly labeled with the student's name.
- 5.) The parent/guardian will contact the Business Office if there are any concerns or questions regarding the transportation of identified students with LTA's.

Motor Vehicle Idling on School Grounds

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions over which the driver has no control or is following the directions of a device or person authorized to direct traffic flow; queuing at a school while actively engaged in picking up or discharging students; turbo-charged diesel engine cool down or warm up if required by manufacturer specifications; maintenance of appropriate temperature when under 35 degrees or over 80 degrees, not to exceed three

minutes in any fifteen minute period for school buses or one minute in any fifteen minute period for other motor vehicles; and for circumstances involving safety, emergencies, and servicing or repairing motor vehicles.

The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Uxbridge Public Schools has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Uxbridge Public Schools shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500

FOR SECOND AND SUBSEQUENT OFFENSES

M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Uxbridge Public Schools and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REF.: G.L. c. 71, § 37H, c. 90, § 16B, and 540 CMR 27.00

Extended Day Program

The Uxbridge Public Schools Extended Program provides quality child care services to the children of working parents in our community. Together with the schools, and the parents, the Extended Day staff share responsibility for the social, emotional, intellectual and physical development of our children as individuals and a member of society. Please click [here](#) to visit our Extended Day Program on the Uxbridge Public Schools website to learn more about Taft Kids Club (Grades K-3) and Whitin Extra (Grades 4-6).

In the event of a "No School Day, the superintendent of schools will be calling every family in the school district to announce school closings (computer generated message). If the school does not have your updated information, you might miss this important announcement. As always, the TV channels will announce school closings as they receive the information from us.

Please note that Extended Day **will be closed** on called "no school days". There is no refund for these days as the school days equivalent to the number of no school days are added to the school calendar at the end of the school year and we provide child care on those days at no extra cost.

Delayed opening for Kids Club will be as follows:

In the event of a one-hour delay child care will be open at 7:30 am

In the event of a two-hour delay, child care will open at 8:30

Only those who are registered with the Extended Day Program may attend.

A small fee is charged only to students who do not normally attend AM care.

If there is an Emergency Early release, the school will call all the families in the system to let them know. We will call all of the parents whose children are with us just in case they did not get the school message and we will ask that they come

in as soon as possible. Extended Day will remain open to accommodate those parents that work far away and cannot make it home on time to meet the bus for early release. We will stay open until the last child is picked up, but on these days, we ask parents to make an effort to get to the program as soon as possible in order to get your child home safely. Please anticipate longer travel time and leave in time to pick up your child by the requested time.

Academic Programs

The following programs and services are offered at the Taft Early Learning Center:

- Reading/language arts, math, science and social studies instruction for all students
- Physical education, art, computer, library, and music classes for all students
- Reading support through Title I Services
- Social Competency Program-Second Step
- Health curriculum
- Emotional and Behavioral Support

Art

Art is offered to all children in grades K – 3, once weekly. Students are introduced to a variety of art media, art vocabulary, and art history in accordance with the Massachusetts Visual Art Frameworks. The goals of Taft’s Art Program are:

- The sequential learning of fine motor skills
- To provide an understanding of the technical skills necessary to produce independent endeavors in creativity
- The growth of children’s confidence as they begin to learn and succeed in the use of their new skills and knowledge
- To develop the ability to discuss, analyze, and be inspired by artwork
- To create independent and creative thinkers who have the ability to see a project through from the planning stage to completion
- The development of creativity and the ability to self-assess

Physical Education

Physical Education classes meet once per week. The goal of the program is for children to enjoy moving and participating in an environment that is safe and cooperative. Classes are based on movement principles and should be fun while developing fitness, cardiovascular endurance, flexibility and individual skills. Most activities include individual work with children using their own equipment at their own pace, interest and skill level. Follow-up lessons include partner work and often group work.

When games are played, they are cooperative and non-competitive. Scores are not kept and children are never eliminated. Fun, fitness and skill development are the goals of the games. Children should wear sneakers with good support and tread. Sandals, clogs, platform sneakers and sneakers without backs are unsafe and students wearing them are unable to participate.

Music

Music is explored by all students once a week. Throughout the year students participate in a sequential program, children perform, create, dance and respond to a variety of musical genres, including folk, popular, serious, band and orchestra music, jazz, opera and musical theatre in a variety of ways. The program begins in the early years with basic musical concepts: loud/soft, high/low, fast/slow, beat/no beat, long/short, upward/downward, etc. and then progress so that students will learn to read and perform music on a variety of classroom instruments.

Students learn to improvise and begin to learn the tools of listening and analyzing music using appropriate music vocabulary. Students in 3rd grade learn to play the recorder.

Title I

Title I is a federally funded program, which provides educational services to students below grade level in reading and math. Reading specialists work within and outside the regular education classroom setting along with the classroom teachers to help students improve their reading skills.

Extra Help

Extra help for your child is available for one school period per week. If your child is having trouble understanding a concept or needs extra help in any subject area contact your child's classroom teacher(s) to schedule an extra help period.

Social Competency Program (PBIS)

School-Wide Rules/ Expectations	Typical Settings/ Contexts						
	All settings	Assemblies	Bathroom	Cafeteria	Recess	Hallway	Bus
Be Respectful	*Calm and quiet bodies * Quiet voices	*Calm and quiet bodies *Silent clapping *Paw up – voices off *Still feet *Hands to yourself	*Quiet voices *Gentle knock on stall door *One student per stall * throw away paper towel	*Wait quietly in line *Hands and body to yourself *Say thank you *Stay in your seat	*Take turns *Share *Include everyone *Use kind words	*Hands and body to yourself *Walk single file on the right *Voices off in line	*Quiet voices, kind words *Calm and quiet bodies *Hands and body to yourself
Be Responsible	*Take care of materials *Do your best	*Raise a quiet hand	*Think 2 2 Pumps 2 Pulls 2 points	*Use quiet voices *Raise your hand *Take only what you will eat *Eat your own food	*Use equipment safely *Keep your hands and body to yourself	*Go directly where you need to go	*Sit and stay in your assigned section *Keep things in your backpack *Walk to your bus *Keep aisles clear
Be Ready	*Follow Directions and stay on task	*Listen with your whole body *Eyes on the speaker	*2 minutes	*One trash trip	*Line up safely and silently when the whistle blows	*Have what you need *Eyes forward	*Sit and stay in your seat *Face forward and watch for your stop

Library

The goal of the library program is the development of a lifetime library habit. Library skills are taught as part of the Language Arts curriculum

-Grades K-3 visit the library once every week. Individual children may use the library anytime with teacher permission. During classroom library time, students may complete a curriculum-related activity, hear a story or do research.

-Students in grades K-3 may borrow books. Books for grades K-2 are due in one week. Grade 3 may borrow books for two weeks at their teacher's discretion.

-Children who have overdue books are unable to check out books. Notices are sent home. If a book is lost, it must be paid for before library privileges can be restored.

Computer Lab

Classes visit the computer lab weekly. Technology skills are integrated based on the Massachusetts science/technology/engineering competency standards.

Computer Lab Acceptable Use Procedure

If a Taft ELC student violates any of these rules, his/her access to technology will be suspended.

Taft Early Learning Center is committed to the use of technology in the academic program as a tool to enhance the educational development of our students. Our goal is to promote educational excellence by facilitating research, resource sharing, communication and innovation. All network access is expected to support education and research and to be consistent with the educational goals of the Uxbridge Public Schools.

The use of the network is a privilege, not a right, and inappropriate use or use in violation of this procedure will result in the loss of these privileges or other disciplinary actions determined by a school administrator. The Responsible Use Procedure is designed to give students and their families clear and concise guidelines regarding the appropriate use of the school's technology, including computers, printers, software, and the Internet.

Using the computer correctly and responsibly is very important. Parents of students in grades PK-3 are asked to review these rules with their children.

I promise to commit to the following:

- I promise to use the computer carefully.
- I promise to only work on the programs or web pages that my teacher tells me to use.
- I promise to ask for help if I don't know what to do.
- I promise to tell my teacher, the technology director, or other adult administrator if I read or see something on the computer that is inappropriate. *Taft Early Learning Center takes reasonable steps to provide a safe online environment.*
- I promise never to use the computer to be hurtful to others.
- I promise to print only when my teacher tells me to.
- I promise to only use my name and password. I will not use another person's name and password. I promise not to share my password.
- I promise never to draw pictures or write words using the computer that I would not want my parents or teacher to see.

Field Trips

The Taft School staff views field trips as educationally advantageous to students and provides these trips when resources are available.

As each field trip is different, so also might rules and regulations governing field trips differ according to the situation. However, all normal bus and school regulations do apply unless otherwise noted by trip coordinators.

Homework

The purpose of homework is to reinforce classroom instruction, develop independent study habits and to encourage parent involvement in their child's academic program.

Parents can help homework to be effective by implementing some simple guidelines.

- Establish a regular time and place for children to do homework.
- Provide resources and equipment (dictionary, ruler, pencil, eraser, maps, etc.).
- Help children get started, explaining assignments as needed but not doing it for them.
- Check everyday to make sure homework is being done – for students in grades K-3.
- Contact your child's teacher if there are problems.

The Homework Policy (School Committee Policy IKB) of the Taft School is as follows:

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others. Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student. The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them. There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Suggested Homework Assignments:

Grades K-2: Review literacy and math skills to reinforce learning

Grade 3: Spend 25-30 minutes, four days a week reinforcing skills in the major content areas

Student Support and Services

Emotional and Behavioral Support

Students that are in need of additional support for social, emotional, and behavioral well being work with the support staff. This may include the social worker, guidance counselor, psychologist, assistant principal, principal, and nurse. The support provided is tailored to the students need and may include programs such as lunch friendship groups, mentoring, social skills lessons, management of emotions groups, and behavior plans. Parents are always notified if a student is referred for support and a collaborative team approach is always taken. Additionally, parents are encouraged to contact the school if they feel their student would benefit from additional support.

Sheltered English Immersion (SEI)

In the Sheltered English Immersion program, Uxbridge focuses on the progress of ELL/LEP students in developing listening, comprehension, speaking, reading, and writing skills in English, and in meeting academic standards of the general curriculum. There are two specific components to the instruction in the SEI model:

English as a Second Language/ English Language Development

English as a Second Language (ESL) instruction (also known as English language development or ELD) is explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them "catch up" to their student peers who are proficient in English. ESL/ELD instruction includes learning outcomes in speaking, listening comprehension, reading, and writing. It is a required part of any academic program for LEP students.

Sheltered Content Instruction

This is instruction that includes approaches, strategies, and methodology that makes the content of the general curriculum more comprehensible to students who are not yet proficient in English. Sheltered content instruction is designed for ELL/LEP students who have, at least, an intermediate level of English proficiency.

Taft School-wide Assessments

All students in grades 1-3 take the STAR Math Assessment and Benchmark Assessment System three times per year. Teachers use this data to plan students' reading and math instruction throughout the school year and RTI groups (Response to Intervention).

An Individual Curriculum Accommodation Plan will be developed for students who fail to meet the minimum standards. The teacher who is currently the student's instructor will develop the plan in collaboration with the MTST (Multi-tiered Support Team: See below) team. The Regular Education Accommodation Plan should address those

objectives that need to be mastered, also curriculum modifications and instructional strategies, along with extra help sessions, as related to the objectives. The plan will be reviewed by the parents at a parent-teacher conference.

Multi-tiered Support Team

The Multi-tiered Support Team (MTST) is the school's forum for discussing student needs, which exceed the immediate resources available to the teacher. Students are referred to the MTST through the principal. Members of the committee are: Principal, Support Staff, and Classroom Teachers. The School Nurse, Speech Therapists, Classroom teachers, outside Consultants and Specialists, as well as parents are invited on an as needed basis. MTST members discuss strategies for providing students with additional support. Recommendations for regular education modifications are made to the teacher. Members may recommend the writing of a regular education plan to document the student's needs and support strategies provided. Parents are provided a copy of this plan. If the child continues to experience difficulties after several regular education modifications are tried, a referral for a Special Education Evaluation may be made. Students who are referred for an evaluation by their parents will also need to be presented to the SST in order to ensure that all possible modifications have been made to their regular education program. Depending on the results of the Special Education Evaluation, the student may remain on a Regular Education Accommodation Plan or receive support services through a more formalized plan.

Special Education

A team meeting is the only method by which Special Education services can be accessed. A team meeting is a more formal meeting, and may be requested by a parent or staff member. Varieties of assessments are available and discussed at the initial referral meeting. Testing cannot begin until there is a signed consent form from a parent/guardian. The team meeting occurs after observations and all requested testing has been administered with the individual student. Team meetings must occur within 45 school days of receiving consent. Special education services cannot start until the parent has signed the Individual Education Plan (IEP).

In order to qualify for Special Education Services the team must determine:

- That the student has a disability
- The student is not making progress because of the disability.
- The student requires specialized instruction or related services to make progress

The Taft team members may include:

- Special Education Team Chair
- Principal
- Assistant Principal
- Guidance Counselor
- Special Educator
- Speech and Language Pathologist
- Psychologist
- Occupational Therapist
- Adjustment Counselor
- Reading Specialist
- School Nurse
- Classroom Teacher
- ESL Teacher

504 Eligibility Meetings

The Uxbridge Public Schools complies with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations and procedural safeguards. Grievance procedures are available upon request. Inquiries concerning the application of Section 504 may be referred to the 504 Coordinator at 508-626-9179 or to the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

The Taft 504 team is made up of school staff that know the student and are able to assess the impact of the disability. This determination is made by looking at student records and current performance. If a student is judged to be eligible, a 504 plan is written with the necessary accommodations so that the student will have access to education.

Health Services

Health Assessment: Screening of Students

Students are tested annually for weight, height, hearing and vision. Body Mass Index (BMI), based on your child's height and weight, will be calculated and reported directly and confidentially to parents/legal guardians for students in grades 1 and 4. Physical examinations are required for all new students and those in the fourth grade. Please submit the completed physician's report to the school nurse.

Massachusetts amended the regulations on Physical Examination of School Children, 105 CMR 200.000, to improve the screening and monitoring of the health assessment of children across the Commonwealth. The amended regulations require screening for height and weight and the recording and reporting of the Body Mass Index (BMI) for all students in grades 1, 4, 7, and 10. Any parent or guardian who would like to waive the grade BMI screening at school must submit a written request by September 30th of the school year.

Parental Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Uxbridge School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

Communicable Diseases

Students with Chicken Pox must remain out of school for 7 days. Please notify the School Nurse by phone or letter if your child has the Chicken Pox. Students with strep throat and conjunctivitis must remain out of school for a minimum of 24 hours after the initial dose of antibiotic medication.

Students with any communicable condition must remain out of school until treated.

Children must remain out of school until they are fever-free for 24 hours (temperature under 100 F) without medication and feeling well. Specifics for certain diseases are listed below.

The following rules regarding exclusion from school of children for communicable diseases have been established by the Massachusetts Department of Health:

<u>Disease</u>	<u>Exclusion</u>
Chicken Pox	7 Days – All lesions must be dry before returning to school.
Conjunctivitis	Antibiotics for 24 hrs. before returning. (Pink Eye)
Fifth Disease	None, not contagious after rash invisible.
Fever	24 Hours Fever Free- (off meds.)
Impetigo	Antibiotics for 24 hrs. Lesions covered.
Measles	4 days after appearance of rash.
Mumps	9 days after onset and swelling disappears.
Pediculosis (Lice) Treatment (medicated shampoo) and removal of all nits (eggs).	
Ringworm	Treatment by a physician.
Rubella (German Measles)	7 days from appearance of rash.
Scarlet Fever (Strep)	24 – 48 hrs. On antibiotics.
Strep Throat	24 – 48 hrs. On antibiotics.
Vomiting	24 Hours – until not vomiting at all and fever free.
Whooping Cough	21 days after onset – 5 days after Antibiotic treatment.

If a student is allowed to come to school, but not participate in physical activities, a note from a physician is required stating the reason and length of time to be excused. Children showing evidence of the common head cold, a fever or sore throat should be kept out of school, as they are very contagious during the first few days.

Fluoride Program (Swish)

Taft School, in conjunction with the Massachusetts Public Health Department, offers students in Grades 1-3 a fluoride mouth-rinsing program (Swish) to prevent tooth decay. This simple method of applying fluoride has been demonstrated to be safe and effective in controlling tooth decay.

Under supervision, children will rinse their mouths in school with 0.2% sodium fluoride solution for one minute once a week during the school year. This solution is not swallowed.

Participation in this program is voluntary at no cost to you. We encourage you to allow your child to participate in this important health project. This preventive program, however, does not take the place of regular dental care by your own dentist or proper home care. “Swish” does not replace other home oral rinses.

Parental consent is required and may be checked off on the student information card. Children may be enrolled or removed from the Swish Program at any time during the year by sending a written consent to the school nurse.

Student Information Forms

Student Information Forms will be sent home the first day of school for parents to make necessary changes to be returned the next day. The forms should identify at least two people in close proximity who can assume responsibility for the student if the parent is unavailable. Please notify the school if there are any medical problems which should be included in the student’s health care record. Also, each student’s immunization record should be updated. Please notify the office of any changes/phone number changes.

Students with Life-Threatening Allergies (LTA's)

The purpose of this policy is to minimize the incidence of life-threatening allergic reactions and to ensure all parties involved are aware and informed of what to expect for communication and actions, all with the goal of keeping the student safe.

Parental Responsibility

1. It is the responsibility of the parent/guardian to provide the district with written notification from the student's primary care physician or a board-certified allergist that the student has a life-threatening allergy and the nature of the allergy.
2. It is the responsibility of the parent/guardian to notify the district with the proper authorization form, which will be provided by the district, giving permission for information to be released to the appropriate parties regarding the student's medical needs.
3. It is the responsibility of the parent/guardian to complete a separate authorization, if required by the bus company, in order for the bus driver to administer EpiPen.
4. It is the responsibility of the parent/guardian to provide the district with prescribed EPI Pens, clearly identified with the student's name. EpiPens that are prescribed to students with a known LTA will be readily available in the nurse's office. Parents/guardians may request additional EpiPen(s) to be located in other clearly designated location(s). All staff including substitutes will be informed of the location of the EpiPen
5. It is the responsibility of the parent/guardian to notify the classroom teacher if there is a concern or question regarding the manner in which the student's IHCP (Individual Health Care Plan) is being carried out. If the parent/guardian's concerns or questions are not resolved satisfactorily, then the concern or question is elevated to the building principal for resolution. If the concern or question is still not satisfactorily resolved, then the situation is to be brought to the attention of the Superintendent of Schools by the parent/guardian.
6. It is the responsibility of the parent/guardian to ensure a student with a LTA wear either a medical alert necklace or a medical alert bracelet when on school property or attending a school-sponsored function. **For students participating in sports, MIAA policy shall be applied, which states:**
"No jewelry is allowed to be worn in game competition; however, medical alert tags in the form of bracelets or necklaces can be worn but must be taped. They can be visible, but must be taped down."

District Responsibility

1. Uxbridge Public Schools (the District) will provide life-threatening allergy awareness education and EpiPen training for all UPS employees based on Department of Public Health and Department of Education recommendations.
2. LTA awareness training will be conducted by the school nurse in each building and reviewed annually at the start of the school year. Any new employees will receive the training at the next scheduled professional development day. If the new employee is going to be working with an identified student with LTA, the training will be done immediately upon hire.
3. Each building's Crisis Management Plan will include how to respond to an anaphylactic reaction. The plan will be reviewed annually with the staff and will be part of all annual trainings.
4. Once notified by the parent/guardian and provided with appropriate documentation from the student's primary care physician or a board certified allergist, an Individual Health Care Plan will be developed by the

school nurse and reviewed with the parent/guardian. Once the school nurse and parent/guardian approve the IHCP, a copy shall be provided to the student's homeroom teacher.

5. When field trips are planned, a clear plan to activate the Emergency Medical System (911) will be reviewed with all teachers and chaperones. A copy of the student's IHCP and an EpiPen will accompany the student on all field trips. No student will be excluded from a field trip due to unavoidable allergen exposure.

EpiPens at the secondary school level, all students with LTA's are allowed and encouraged to carry on their person their own EpiPen, including when participating in school based extra-curricular or co-curricular activities and the school athletic program. At the elementary level, the parent/guardian will be required to complete an authorization form to allow the student to carry a prescribed EpiPen on their person during the school day. The form will be available from the school nurse.

Classroom/Cafeteria

- 1.) At the elementary school level, when the need for a student to be in an allergen free environment as recommended and documented by the student's primary care physician or board-certified allergist, the District will make reasonable efforts to create allergens-free classrooms for the student. The District reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if the District will authorize its implementation.
- 2.) When curriculum or other classroom activity involves the use of food, the classroom teacher will make reasonable efforts to review the planned activity and food products with the school nurse and the parent/guardian prior to introducing the lesson in the classroom. This review will ensure the food products to be used will not pose a potential danger of an allergic reaction for the student.
- 3.) The parent/guardian will be encouraged to provide safe snack foods to be kept in the classroom for their child so that there will never be a question of a safe food available when routine snacks are forgotten.
- 4.) While proper hand washing techniques are incorporated into the elementary level health education curriculum and encouraged by the classroom teacher, the District cannot guarantee that hand washing will occur each time before or after lunch and snack consumption. Parents who are concerned about the issue of pre/post food consumption hand washing may supply hand wipes to the student's classroom or include individual wipes with the student's lunch and snack.
- 5.) At the elementary level, a table will be provided during lunch periods designated for those students who have been identified with an LTA. LTA - free tables will be maintained in the secondary schools as necessary. These tables will be designated by PAL Zone (Protect a Life) it will be the responsibility of the cafeteria monitor to ensure that the tables are not contaminated.
- 6.) Lunch menus, ala carte food options and snack choices are to be within the discretion of the Food Services Director. If a parent/guardian has a concern about a food item being offered, they are to contact the Food Service Director, who shall have the decision-making authority as to what is served in the district's cafeterias.

School Insurance

Each year, in the fall, low cost insurance is offered to families with school-aged children in the Uxbridge Public Schools.

Appropriate forms are available in the main office of the Taft School although initially, forms will be sent home with the students.

Athletic insurance for interscholastic sports participants is provided for students by the Uxbridge Public Schools.

Parent Information

There are many opportunities for parents and guardians to become involved in Taft Early Learning Center as a volunteer! There are regular and one-time opportunities. Research has consistently shown the profound and comprehensive benefits for children when parents and family members become participants in their children's education: the more extensive the involvement, the higher the student achievement. This is also a great way to feel a part of the school community and to make new friends.

Taft School Council

The Taft School Council is comprised of parents, teachers, community members and the principal. The function and composition of this council is mandated by the Education Reform Act. The Council is not the same as the PTO. It makes decisions that affect all of Taft ELC including policies and budget recommendations. All meetings are open, and parents are welcome to attend. As each member's term expires, new members are needed. Elections take place in September.

Parent Teacher Organization

Taft School has an active Parent Teacher Organization (PTO) whose members meet monthly. All meetings are open to the public and parents are encouraged to attend. Announcements of meetings are made by Blackboard Connect, as well as on the Sign outside of the school, and the PTO's Facebook page.

The PTO is involved in projects that enhance the school programming, so getting involved is a good way to help enrich our activities and to ultimately benefit your children.

Typical activities include:

Summer meet and greets, movie nights, enrichment assemblies, annual art show, Fitness Fun Run, Touch a truck, yearbooks, and yearly field trips for grades K-3.

Most of the volunteer opportunities at Taft are in connection with our PTO. Information about the Taft PTO is sent home with students at the start of each school year. Please take a few minutes to read through the information and feel free to sign-up for all volunteer opportunities that interest you. If you would like to help out in a capacity that is not listed, please contact the PTO President or speak with your child's teacher to see how you may help. Whether you would like to work with students in the classroom, volunteer in the library, assist in the computer lab or the cafeteria, or assist teachers on field trips or other classroom needs, there is a place and a need for everyone at Taft ELC!

Criminal Offense Record Inquiry (CORI)/Fingerprints

Massachusetts state law requires that any volunteer and or chaperone for any school sponsored event have a processed and cleared CORI check before being allowed to work unsupervised with the students. In an effort to ensure the safety of every child in the Uxbridge Public Schools, please stop by the office to fill out the necessary paperwork if you feel you may be volunteering or chaperoning this year. Allow a minimum of 3 weeks for your CORI application to be processed before you can volunteer. The office can provide the information needed for volunteers regarding fingerprinting. Note that any adult wanting to chaperone a field trip must have a CORI and fingerprinting.

Home Correspondence/Forms

On occasion, various forms and reports are sent home which require parental review. The majority of these forms need to be returned with a signature from home. It is the student's responsibility to bring these forms home and return them signed. Such forms may include report card envelopes, progress reports, permission slips, emergency cards, etc.

Change of Address of Emergency Information

If at any time during the school year your address, phone number at home or work changes, or emergency contact information changes, please notify the Taft Main office. It is imperative that we have accurate information in the event we need to contact you in an emergency.

Court Documents

Please be sure to supply the school with copies of any court documents that you feel we need to be aware of. By law, we can only follow documented requests recorded in these documents.

Visitors

Any visitor to the Taft School **must** always use the front doors and sign in at the main office upon entrance to the school. Each guest is asked to sign in at the time of the visit and wear an identifying badge throughout the duration of their visit. **Under no circumstance should a parent or visitor go directly to a school classroom without first signing in and requesting permission from the main office.**

Directory Information

603 CMR 23.07 (4) (a)

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10. Student images are also photographed or recorded for use including, but not limited to, the district and school websites or school-sponsored websites and social media, school yearbooks, team and club photos, class pictures, and local cable and regional television programs. If parents or students do not desire to have particular information or images released, they should put their decision in a letter addressed to the Principal on or before Oct. 1 of each year.

Video Surveillance

Uxbridge Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

Attendance and Absence Policy

The education of children is a responsibility shared by school and parents. Teachers and parents work together to develop basic work habits that are critical to the educational growth and future vocational success of children who study at the Uxbridge Public Schools. Punctuality is one of these basic work habits, and regular attendance is another.

Classroom instruction provides the most effective learning environment for students, and parents should realize that any circumstances that takes a student out of the classroom will have an adverse effect upon his/her educational progress. It is for this reason that the system cannot look with approval upon absences for non-medical or non-emergency reasons.

We adhere to all Massachusetts Laws concerning attendance.

In particular, G. L. c. 76, § 2 specifies that a student under sixteen (16) years of age may not be absent more than seven (7) unexcused day sessions in any six month period. Parents are required under the law to ensure regular school attendance and are subject to a fine for failure to comply with the law.

It is understood that there are occasions when a student may not be able to be in school. We acknowledge the following examples as acceptable excused absences. Documentation for these absences should be turned into the main office on the first day of a child's return to school.

- Illness, hospitalization, or medical appointment (please note that medical evidence, such as a doctor's note, may be required);
- Disability related absences;
- Court appearances;
- Approved school activity;
- Religious holiday;
- Death in immediate family; and

- Pre-approved college visitation.

During the course of the year, attendance will be carefully monitored. Any student who has missed more than six (6) unexcused days of a class during a semester course may be denied academic credit for that course. Warning letters will be sent home after three (3) unexcused absences per semester, indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after seven unexcused (7) absences indicating that a student has lost credit for that class. Any student who has missed more than twelve (12) days of a class during a year-long course may be denied academic credit for that course. Warning letters will be sent home after six (6) unexcused absences indicating that a student may be in danger of loss of credit. Denial of credit letters will be sent home after thirteen (13) absences indicating that a student has lost credit for that class.

The school will notify a parent or guardian of a student who has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year. The principal or a designee will make reasonable efforts to meet with the parent and student and develop action steps for attendance. The action steps will be developed jointly and agreed to by the principal and student with input from other relevant personnel.

Any student who finds himself or herself in either of these positions may petition the attendance committee and/or principal for a waiver of this attendance policy. Documentation must be presented to account for absences.

Attendance Requirement for Participation in Events

Rules and regulations stated in the Student Handbook, plus any other rules or regulations added by the school administration and approved by the School Committee during the year, will apply at all school functions, extracurricular activities, and athletics in order to ensure a safe and pleasant environment.

1. Students who are absent without an approved excuse or suspended from school for any part of the school day may not be in the building or on school grounds, and/or participate in/ attend school activities such as dances, athletic events (on or off school property), and other extracurricular activities on the day of the absence, unless permission has been granted by the principal or designee.
2. A student must be present in school the entire school day on the last school day of the week in order to participate in weekend activities sponsored by the school, unless permission is granted by the principal or designee.
3. The administration reserves the right to exclude students based on documented instances of failure to adhere to school policies.

Dismissals

Students are not permitted to leave the school grounds during the school day without an approved note or telephone call from a custodial parent/ guardian. If a student must leave the building because of an illness or for an emergency, he/she must be dismissed through the main office. Students are to remain in the office until dismissed from the office. To be dismissed from school, a student must present a note from his/her parent/ guardian at the beginning of the school day to the attendance secretary. Dismissal notes must contain a telephone number where a parent/ guardian can be reached for verification of the dismissal and a reason for the dismissal.

Extended Absences

The Uxbridge Public Schools strongly opposes the practice of students being removed from school for extended periods of time for reasons other than the student's own illness. It cannot be stressed enough that this practice may be extremely detrimental to a student's academic progress, regardless of his/her grade level. Each child will be responsible for completing missed assignments, as determined by the classroom teacher. Teachers are not responsible for providing work ahead of time that will be missed. If a parent/guardian insists on removing a child(ren) from school despite these possible consequences, the parent/guardian will be required to complete a Pre-arranged Absence Form and seek permission of the principal.

Absences Due to Vacation

Every effort should be made to schedule family vacations to coincide with the school calendar, these are unexcused absences. The school does not condone or encourage vacations during school time. If a student is out of school due to a vacation, the teacher is not responsible to prepare missed class work ahead of time for the student. Lesson plans and instruction adjust and change on a regular basis throughout the week. A packet of work will be collected during the absence, the child will receive it upon return. The student has the length of the absence to complete and return the work to school. Please inform the teacher and the office of planned absences.

Be aware some instruction will be lost during an extended absence, and teachers will not be able to go back and repeat all information that was covered during their absence.

Tardiness

Parents should accompany students into the building when they are late to school. Tardiness is excused if a slip from the doctor's/dentist office is brought in or faxed to the school. Students arriving on a bus that is running late will not be marked tardy.

School begins at 8:35 a.m. Repeated tardiness is disruptive to the classroom, other students and to the education of your child. A student who is tardy more than three times per trimester may have a letter sent home and a copy placed in their record. A parent or guardian may be required to meet with the principal. Additional consequences may be assigned at the discretion of the principal.

Family Educational Rights and Privacy Act and Student Records

Both Massachusetts and the federal government have laws that exist to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions;
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;

- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following “directory” information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), Uxbridge Public Schools forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer. Therefore, upon receiving oral or written notice that the student seeks or intends to transfer to another school, the Uxbridge Public Schools will send a student’s records to the school to which a student seeks or intends to transfer. The Uxbridge Public Schools does not require the consent of the eligible student or parent to forward these records or to request these records when a student transfers into the District.

Under section 37L of G.L. c. 71, any student transferring into a new school district must provide the new district with “a complete school record,” including but not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.” To create a “complete school record,” the following records are to be placed in the student’s file. Each elementary and secondary school shall provide student records to custodial parents within ten (10) days, including but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions
- Notification of permanent withdrawal from school

Please also note that all student records will be destroyed 30 days after the student’s graduation from Uxbridge High School or 30 days after transferring to another school. Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

Non-Custodial Parental Request for Student Records Under G.L. c. 71, § 34H

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07.

In order to gain access to the student records, a non-custodial parent must begin the process by submitting a written request for access to the student record to the school principal.

Any parent who does not have physical custody shall thereafter be eligible to receive access to the student record unless:

- The parent’s access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.

- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student's records for any documentation limiting or restricting the non-custodial parent's access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

Participation in Physical Education

All students are required, by law, to participate in physical education, unless excused by a physician or the school nurse. Students with a medical excuse, must still attend class, and will participate in alternate activities.

Students in grades K-3 will participate in physical education once a week.

The physical education curriculum is aligned with the Massachusetts State Health Frameworks.

Students are expected to be prepared and perform to the best of their ability. Students will be held accountable for their dress, performance, participation and what they have learned and are able to do.

APPROPRIATE CLOTHES FOR PARTICIPATION IN PHYSICAL EDUCATION:

1. Shirt, pants, shorts.
2. Running shoes, basketball shoes or cross – trainers.
3. Jewelry needs to be removed for the safety of all participants.
4. **FOR OPTIMUM PERFORMANCE AND THE SAFETY OF ALL PARTICIPANTS, SHOES MUST BE LACED SO THEY FIT SNUGLY TO THE FOOT. ANY LACING SYSTEM THAT ALLOWS THE SHOE TO SLIDE ON OR OFF THE FOOT WILL NOT BE ALLOWED.**

What to Wear

The way a child dresses and grooms themselves affects the way they feel and the way the world perceives them. When students come to school they are dressing for their job as a student. Clothing should be clean, neat, simple and

comfortable so that everyone can do their best work while in school. Bedclothes and slippers are not considered acceptable attire. Clothing and makeup that is disruptive to the education process is not acceptable at school.

If teachers deem that students are in violation of the school's dress code they will be sent to the office so that the principal, assistant principal, or nurse may assess if there is a violation of the dress code. At the office the following things may happen: A student may be given an article of clothing to wear in place of what they have on; a student may be required to call a parent and ask that a replacement garment be brought to school; or they will be required to wear an article of clothing provided to them.

The following are considered a distraction to the learning environment and are in violation of the dress code therefore may not be worn to school:

- Any clothing which displays tobacco and alcohol advertising, profanity, racial slurs, disruptive images or words, drug or gang related symbols, or sexual innuendos.
- No undergarments should be seen. Undergarments are considered bras (including straps), boxer shorts, underwear, and undershirts.
- Spaghetti strap tank tops and halter-tops.
- Tube tops, halter tops and backless shirts and dresses.
- Low cut shirts/tops.
- Mid-cut shirts/tops that reveal undergarments or exposure of the midriff.
- All tank tops worn by boys and girls must have a strap width of at least three fingers.
- Skirts, dresses, and shorts must be long enough so that you can hold your arms at your side with your hands extended so that the garment reaches the tip of your middle finger.
- Tight form fitting pants such as girls legging or yoga pants. These may only be worn under a sweater, shirt or dress which are long enough in the front and back so that you can hold your arms at your side with your hands extended so that the garment reaches the tip of your middle finger.
- Pajamas, lounge pants, and bedroom slippers.
- Hats, hoods or any other type of head covering should be removed upon entering the building and should not be worn again until exiting the building. The principal or assistant may make an exception at their discretion for religious reasons, physical and/or emotional special needs.
- Dress that is intended for outside, such as outside coats are not allowed to be worn during the school day.
- Due to allergies, perfumes, colognes, and aftershaves may not be brought to school.

The following consequences may occur in the event of a dress code violation:

- A first offense will require a change of clothes.
- A second offense will require a change of clothes and a parent conference.

Lunchroom Procedures

Students are expected to:

1. Proceed quietly in single-file to the cafeteria with their teacher.
2. Students bringing lunch from home proceed to their designated tables. Students buying lunch proceed to the lunch line.
3. Line up in the appropriate line to purchase lunch.
4. Pass through the serving area in an orderly manner to purchase lunch.
5. Keep their hands to themselves.
6. Not take food or beverages from the lunchroom (Except snacks which have been purchased for later in the school day).
7. Use lunch room table manners at all times
8. All students must:
 - a. talk and socialize in quiet conversation (yelling will not be tolerated)
 - b. refrain from name calling and harassing others
 - c. remain seated except to return trays, dispose of trash, or buy snacks
 - d. refrain from moving from table to table during lunch time
 - e. clean the floor around the table

- f. stay seated until dismissed by a teacher
9. A teacher with a hand raised and/or a teacher speaking over the microphone is the signal for complete silence and attention. This is an extremely important lunchroom procedure.

Consequences for Lunchroom Misbehavior

- 1st offense: Restricted seating assigned.
- 2nd offense: Same as above plus meeting with the principal/assistant principal and a follow up call to parents.
- 3rd offense: Same as above plus lunchroom privilege suspended for one week/parent notification required.

Electronic Devices/Toys

Students are not permitted to bring electronic devices to school. Uxbridge Public Schools cannot and will not assume responsibility for any lost or stolen personal property.

Students are also not permitted to have devices such as laser pointers, toys, games, cards, candy, etc. in school or on school grounds during the school day. Students who bring the above to school will have the item(s) taken away by a teacher or administrator. Such items must be picked up by the parents or guardians at the main office.

This school regulation is intended to apply to any item brought to school which may cause distraction or disruption of the education process.

Cell Phones

The use of a cell phone, and any other electronic device, is not permitted. This includes all school-sponsored functions, on or off school grounds. If, for safety reasons, a child carries a cell phone to school, it must be kept in his or her locker and turned off. If a student’s cell phone is confiscated, it is because the student is not following the rules and a parent will need to come to the school to claim the device.

Cell Phone/ Video/ Photos

Also, taking photos or video of any kind in school without teacher permission will result in an automatic out-of-school suspension; this includes posting pictures or videos online outside of school if the picture or video was taken in the school without permission or out of school that has a negative correlation to the school environment, (ie. posting and/or sharing video of a physical altercation between students that happened off of school property.)

*****Please Reference Addendum A for further information on the Uxbridge Public Schools Computer Network Policy**

Student Conduct and Discipline Policy

STUDENT CONDUCT

Students are expected to conduct themselves in a manner consistent with school rules and regulations and that is in the best interest of the school and its students (Please see the expected behavior matrix below). Among other things, student conduct shall reflect care and respect for all other members of the Uxbridge school community. Students must be respectful of each other and of all adults in the building. Rudeness, disrespect and insubordination (refusing to do something when asked) are unacceptable regardless of the situation. Students are reminded that no student has the right to disrupt the educational process within the school, and all students will have the right to due process procedures in matters of suspension or expulsion.

School-Wide Rules/ Expectations	Typical Settings/ Contexts						
	All settings	Assemblies	Bathroom	Cafeteria	Recess	Hallway	Bus

Be Respectful	*Calm and quiet bodies	*Calm and quiet bodies *Silent clapping *Paw up - voices off *Still feet *Hands to yourself	*Quiet voices *Gentle knock on stall door *One student per stall	*Wait quietly in line *Hands and body to yourself *Say thank you *Stay in your seat	*Take turns *Share *Include everyone *Use kind words	*Hands and body to yourself *Walk single file on the right *Voices off in line	*Quiet voices, kind words *Calm and quiet bodies *Hands and body to yourself
Be Responsible	*Take care of materials *Do your best	*Raise a quiet hand	*Think 2 2 Pumps 2 Pulls 2 points	*Use quiet voices *Raise your hand *Take only what you will eat *Eat your own food	*Use equipment safely *Keep your hands and body to yourself	*Go directly where you need to go	*Sit and stay in your assigned section *Keep things in your backpack *Walk to your bus *Keep aisles clear
Be Ready	*Follow Directions and stay on task	*Listen with your whole body *Eyes on the speaker	*2 minutes	*One trash trip	*Line up safely and silently when the whistle blows	*Have what you need *Eyes forward	*Sit and stay in your seat *Face forward and watch for your stop

TIERS OF INTERVENTION

A major initiative in the Uxbridge Public Schools is Positive Behavior Intervention and Supports (PBIS), which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. The Taft ELC staff recognizes that maintaining and improving student behaviors involves a continuum of acknowledgements, supports, and interventions. (Center for Positive Behavior Intervention Supports, University of Oregon)

Three Tiers of Intervention

Tier 1- All Students

Focus On:

- Acknowledgment of positive behaviors that reflect clearly stated student expectations.

Tier 2- Targeted Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support

Tier 3 - Intensive Individualized Interventions

Focus on:

- Assessing the need of individual students who exhibit a pattern of problematic behaviors
- Develop strategies that diminish problematic behaviors
- Create behavioral intervention plans for students with problematic behavior

Consequences for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgments as to whether a student's actions constitute a violation of Uxbridge Public Schools' Policy and/or the Schools' Code of Student Conduct. If a behavior is deemed a criminal offense by local authorities, and such offense is not identified in the Code of Student Conduct, the consequence may be expulsion from the Uxbridge Public Schools according to M.G.L. c. 37H1/2, and sections of the student handbook pertaining thereto. Restitution for loss or damage will be required in addition to any other prescribed consequence. Repeated chronic or cumulative offenses may result in higher levels of consequences.

Classroom Level Interventions/Consequences

Teachers may use the following interventions to help students improve their behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.

- * Parent Contact
- * Classroom plan/control
- * Letter of apology
- * Mentoring
- * Behavior Contract
- * Class change
- * Confiscation of item
- * Conflict resolution
- * Reinforcement of appropriate behaviors
- * Suspension of computer privileges
- * Seat Adjustment
- * Teacher conference with student
- * Verbal warning/Redirection
- * Written reflection about incident

Appropriate Remedies when Classroom Level intervention/consequences have been ineffective

Note: Office Referral Required

Parent/Guardian Notification Required

- * Suspension
- * Office Detention
- * Behavior Contract
- * Restricted Activity
- * CRA (Child Requiring Assistance)
- * Suspension of computer privileges
- * Referral to school based programs
- * Functional Behavior Assessment (FBA)

Appropriate when previous intervention/consequences have been ineffective

Note: Office Referral Required

Parent/Guardian notification required

- * Extended Suspension
- * Referral for evaluation/45 day placement
- * Expulsion (to be considered only in the most extreme cases)
- * Functional Behavior Assessment (FBA)

In addition to any of the above consequences, restitution for loss or damage will be required.

Student Discipline Procedures

The School Committee and the administration expect students to respect and obey the rules and regulations of the school. Therefore, all disciplinary actions and procedures are directed toward serving educational ends. Those who enjoy the privileges and rights the school provides must also accept the responsibilities, including respect for, and compliance with, school rules.

For these procedures, where it says principal, it means principal or a designee of the principal

IN GENERAL:

The Uxbridge Public Schools is committed to creating a school climate that is both disciplined and supportive to students and staff members in an effort to facilitate the best opportunities for teaching and learning. All violations of local, state or federal laws will be reported to the police department. All students are required to obey school rules and classroom rules which are delineated in this handbook. Students may be subject to detention, suspension, or expulsion as described in this handbook, consistent with state and federal law. Other components of the District's progressive discipline structure include, but are not limited to: counseling or other psychological/psychosocial services; conflict resolution and problem-solving skills; adjusted standards for learning and behavior; appropriate, increased supervision; customized instruction; and family involvement. Additionally, students may be excluded from class, school field trips, dances, athletic competitions, and other school-related activities due to unsafe behaviors or disciplinary infractions at the discretion of the

school administration.

Consequences for infractions are at the discretion of the administrator provided that the consequences are compliant with state and federal law. Ultimately, the District is dedicated to keeping students connected to school and therefore, at times, must appropriately adjust consequences in an effort to keep students learning, while still holding them accountable for their actions. In determining the appropriate consequence, the administrator may consider mitigating and aggravating circumstances such as:

Existence of, and/or severity of, injury to person(s), damage to property, and/or disturbance or significant disruption of the school;
Situations which create safety risks and/or participation in dangerous activity;
Consideration of the vulnerability of the victim;
Consideration of a student acting alone or in concert with others;
Disciplinary offense which also include unlawful conduct, such as sexual harassment;
Premeditation;
Consideration of the lapse of time (or interim progress) between offenses;
Situations in which older students have involved younger students in a violation; and/or
Whether multiple infractions occur with the same incident.

This list is not exhaustive; other aggravating and mitigating circumstances may or may not be considered at the discretion of the administrator determining appropriate disciplinary consequences.

DUE PROCESS

PROCEDURES FOR IN-SCHOOL SUSPENSION

In-School Suspension is a disciplinary program that removes the student from the classroom setting and places him/her in a temporary alternate setting where he/she will receive work from classes they are missing. Students therefore have the opportunity to make academic progress while in In-School Suspension. This program will be utilized as an intermediate step between detention and out-of-school suspension. If a student does not rectify his/her behavior in this program, he/she will be suspended externally and, upon return, be required to make up the initial time assigned to the In-School-Suspension program.

Prior to assigning a full day of In-School Suspension, the school administration will inform the student of the disciplinary offense with which he or she is charged and provide the student an opportunity to dispute or explain the circumstances surrounding the incident. After communicating with the student, the administration will inform the student whether In-School Suspension is being assigned, and if so, for what length of time. If a student is placed in In-School Suspension for more than ten (10) days, consecutively or cumulatively, during a school year, this placement shall be deemed a long-term suspension for due process, appeal, and reporting purposes. The school administration will then immediately make reasonable efforts to orally notify the student's parent/guardian of the In-School Suspension. A written notification of the In-School Suspension will then be sent to the parent/ guardian, which will include an offer to meet with the parent/ guardian to discuss the student's current performance and behavior in school, strategies for student engagement, and possible responses to the behavior that triggered the In-School Suspension.

In-School Suspension (ISS) Rules

1. Students report to the ISS room before the start of first period or period assigned.
2. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed on the next day of attendance
3. Restroom breaks are provided periodically.
4. Students eat lunch in the ISS room.
5. Students must bring all necessary assignments, text and materials.
6. All school rules apply in ISS.
7. Students will turn cell phones in upon entry, remain seated in assigned seats and work on assignments, behavioral packets, or read appropriate material.
8. Students must produce complete academic assignments for every period of the school day.
9. Talking or interfering with other students, sleeping, lounging, and eating or drinking at any time other than

lunch is not allowed.

10. Violation of ISS rules results in Out-Of-School Suspension. When the student returns they must make up the time they missed from ISS.
11. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.

PROCEDURES FOR SHORT-TERM SUSPENSION

(Exclusion of a student from school premises and regular educational program for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. Unless a student possesses a firearm, controlled substance, assaults a school staff member, or is charged or convicted of a felony complaint (see Administrative Procedures based on G.L., c. 71, §§37H and 37H ½, below) the student will receive the following due process prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the date, time, and location of the hearing, the opportunity for the parent/guardian to attend the hearing, and the right to interpreter services. .
2. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and, if so, what discipline shall be imposed. The student and parent/ guardian shall receive notice in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make academic progress while excluded, including making up assignments and other academic work.

PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in G.L. c. 71, §37H and §37H½ (described in the School District Policies, State and Federal Regulations section, below)

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the right for the parent/ guardian to attend the hearing, the date, time, and location of the hearing, the right to interpreter services, the right to appeal to the superintendent, the opportunity to view the student's records, the right to be represented by counsel at the student/ parent/ guardian's own expense, the right to produce witnesses, the right to cross examine witnesses, and the right to request that the hearing be recorded and to receive a copy of the audio recording.
2. In advance of the hearing, as at any time, the student and/or parent shall have the right to review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student.
3. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. Please note that student witnesses may not be compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.
4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The student and parent shall be notified in writing of his/her decision, including, if applicable, the disciplinary offense; the date on which the hearing took place; the

participants at the hearing; key facts and conclusions reached by the principal/ designee; the length and effective date of the suspension; the date of return to school; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed. The long-term suspension will remain in effect unless and until the superintendent reverses the decision.

EXPULSIONS

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. While excluded, students shall have the opportunity to receive educational services and make academic progress.

Students may be expelled under the following statutes:

- G.L.c.71 § 37H, which permits the principal to expel a student for possession of a dangerous weapon; possession of a controlled substance; or assault on a principal, teacher, teacher's aide, or other educational staff members on school premises or at a school sponsored event
- G.L., c.71, § 37H ½ permits the principal to suspend a student, for a period of time determined appropriate by the principal, if the student is charged with a felony and 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 may also expel a student for being convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony, and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption; the principal may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term or long-term suspension notification. During the temporary removal, the short-term suspension notice shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

EXCLUSION FROM PRIVILEGES

The school administration may also exclude a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct, regardless of whether the student is ultimately suspended or expelled. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

EXCLUSION FROM CLASS

A student may be sent to the office, assigned detention, or assigned ISS for any off the following non-exhaustive list of reasons:

- Repeated and habitual disruption of a class/assembly;
- Destruction of classroom equipment or supplies;
- Repeated actions which endanger the safety and well-being of others; and
- Verbal or physical threats toward the teacher or other students.

The administration will offer all available resources to assist those students who are experiencing difficulty in school. These resources may include counseling services offered by the guidance department and/ or any other interventions that

are appropriate.

Finally, the responsibility for attendance and proper conduct in school rests with the parent. The School Committee recognizes its responsibility to provide whatever services are needed to assist the parent in meeting his or her obligations but maintains that the school cannot and should not attempt to do this alone.

Consequences for Bus Incidents

Students are expected to abide by the school rules while on the bus. Consequences for violations of school rules on the bus may include the loss of bus privileges on a temporary or permanent basis.

Violations of the code of conduct subjecting a student to disciplinary action up to and including detention, in-house suspension, out-of-school suspension, or expulsion include:

- Violating the Uxbridge Public Schools' Acceptable Use Policy for the Internet;
- Unacceptable imagery in projects/school work including images related to drugs/alcohol, racism, violence, and sexuality;
- Fighting (including physical contact between two or more persons) or otherwise disrupting in a school setting or school sponsored activity that causes a disturbance to others;
- Alcohol or drug use and/or possession of related paraphernalia in school or school sponsored activity, including unauthorized use or distribution of prescription medication;
- Arson or use of a combustible material, product, or device that poses a fire hazard or safety risk to staff/students;
- Assault and/or battery or other violent behavior (student on student, student on staff);
- Bullying or cyberbullying
- Cheating or conspiring to cheat;
- Cutting class;
- Consumption of food or drink in the building or classroom excluding cafeteria (with the exception of bottled water in a clear container);
- Disruption to the learning environment;
- Disruption of school assembly;
- Extortion;
- Failure to check into school;
- Insubordination; failure to comply with reasonable requests of school staff;
- False emergency call to police or fire, or false alarm of fire;
- Forgery, including but not limited to false dismissal note, phone call, or signature;
- Gambling;
- Harassment policy violation;
- Hazing;
- Inappropriate behavior; obscene behavior, vulgar behavior/language; profanity; including inappropriate gesturing and posturing;
- Inappropriate bus conduct;
- Leaving school building or school grounds without authority;
- Negligent endangerment resulting in or with the potential for personal injury to student, school visitors, or school personnel;
- Non-compliance with discipline call-down to office;
- Non-compliance with school policy;
- Office detention cuts;
- Oppositional behavior;
- Plagiarism;
- Possession of a weapon in school or school activities or on school grounds;
- Removal from class by an administrator;

- Smoking and/or tobacco use or possession of tobacco product including electronic cigarettes, possession of a lighter, matches or other flammable device;
- Tampering with or destruction of video surveillance equipment;
- Tardiness;
- Theft;
- Threats;
- Truancy;
- Unauthorized use or display of electronic devices such as iPod, pager, Blackberry, mp3 player, laser pointer, headphones, cell phone or the use/display of playing cards or dice during school hours or school sponsored activity;
- Vandalism;
- Unauthorized filming, taping, or recording without prior consent;
- Violating non-discrimination and civil rights policies.
- Writing, speaking about, or drawing anything derogatory towards another person's race, gender or religion

***The school has the right to consult with the school resource officer as needed on serious matters at the discretion of the school administration

Academic Dishonesty

Students will be held responsible for doing their own work and demonstrating honesty and integrity in their dealings with classmates and teachers. Cheating, plagiarizing, or forging any parent/guardian/student communication is prohibited.

Academic dishonesty involves copying, plagiarizing, or stealing the ideas and works of another, or aiding or encouraging others to copy, plagiarize, or steal the ideas or works of another, with the intent to offer such work as their own. Any student found guilty of cheating or plagiarism will receive a grade at the teacher's discretion and may be required to redo the assignment, and will be referred to the assistant principal for disciplinary action.

Similarly, a student who allows another student to copy his/her work for purpose of the deception outlined above may receive a failing grade or be considered for disciplinary action at the teacher or assistant principal's discretion.

Students who forge dismissal or absence notes, agenda books, or academic/progress report cards with a parent/guardian's signature will be subject to disciplinary action.

Search and Seizure

The Supreme Court of the United States of America has ruled:

1. A warrant is not required before a teacher or school administrator conducts a search of a student suspected of violating a school rule or criminal statute.
2. Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."
3. The search must be reasonable in its scope as well as its inception.

The Principal, Assistant Principal or the principal's designee are entitled to conduct a search of a student's person, assigned locker and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety.

Regarding lockers and desks:

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration may permit specially trained “search dogs” to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.
4. All students should also be aware that school lockers and desks assigned to individual students by the school’s teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

Items Prohibited During School Hours

The uses of electronic devices can be disruptive to the educational process, and these items may not be used during the school day unless approved by school officials ahead of time:

Therefore the following items should be turned off and put in a locker during the school day (or left at home):

- All phones
- Electronic games
- CD players
- Radios
- IPADS/Tablets

In addition, the following items are also prohibited from school:

- heelies
- weapons
- long pocket chains
- laser lights
- stink bombs/firecrackers/matches/lighters
- toys
- drugs
- soft guns
- cigarettes/smoking materials/electronic cigarettes
- any other object that the school believes is distractible/dangerous to a learning environment

If a student is in possession of any of the above items during school hours, the item will be confiscated and turned in to the assistant principal's office. Games including gambling(not directly related to instruction) of any kind are prohibited.

AT NO TIME SHALL A STUDENT/FACULTY MEMBER BE PHOTOGRAPHED, RECORDED OR VIDEOTAPED BY A STUDENT/PARENT WITHOUT THE INDIVIDUAL GIVING CONSENT AND WITHOUT PERMISSION FROM ADMINISTRATION.

Weapons and Firearms

Students are not to have anything in their possession that could be construed as a weapon. For example, no student has the need for a knife of any size, shape or form at school and accordingly, their possession on any school property is prohibited. Parents/guardians and students should be aware of legislation (M.G.L. c.269, §10(j)) which governs the

carrying of "firearms" on school property. Violation of the new law could result in a fine and/or imprisonment. The school firearm law reads as follows:

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

It is the policy of the Uxbridge Public Schools to refer any violation of the above statute to the appropriate law enforcement agency. Any student found in possession of a "firearm" as defined above or any other weapon will be subject to expulsion by the Principal regardless of the outcome or status of any criminal action brought against the student by the Commonwealth of Massachusetts.

The Principal or their designee has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal or their designee shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

Teacher Detention

Definition: Time after school by a classroom teacher for reasons regarding academic concerns and/or classroom behavior.

A teacher detention has priority over all other school commitments except an office detention. The classroom teacher will keep students until an agreed amount of time communicated ahead of time with parent/guardians by written communication, including email, or phone call. Failure to attend a teacher's detention after two warnings will result in the student being sent to the assistant principal to be assigned an office detention. Teachers who assign students after school detention are to give said student a twenty-four hour notice making parents aware of the detention so the parent/guardian can be notified and transportation provided, if necessary, before designating a day the student must stay after school. **It is the responsibility of the student to inform their parent/guardians) of the assigned detention.** The exception to this is if the teacher telephones the parent/guardian and both parties mutually agree that the student can serve the detention on that very day. Direct contact must be made with the parent/guardian. Messages on an answering machine are not acceptable in this case.

Any staff member may require that a student report for a detention after school. Students required to stay after school by more than one staff member in a given day will report to the detention assigned first and make up the second detention the following day. It is the student's responsibility to notify the second teacher regarding his/her first detention.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-house suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Discipline and Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's

removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
2. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
3. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan (BIP) or arrange for a functional behavioral assessment (FBA).
4. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Communication of Parental Concern

Open and respectful communication is one of the primary goals at Taft ELC. Students and parents/guardians are encouraged to keep in close communication with teachers.

Students and parents/guardians may schedule a meeting with a teacher at a mutually agreed upon time. Parents/guardians, students, and teachers are encouraged to communicate. Email is the preferred method of communication.

Bullying Intervention and Prevention

Uxbridge Public Schools is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 370(d)(i)) in order to create a safe, caring, and respectful learning environment for all students. This Plan is updated to reflect G.L. c. 71, § 370 as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “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.” The amendment also made the plan applicable to

school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

DEFINITIONS

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 37O.

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

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. 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.

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

1. the creation of a web page or blog in which the creator assumes the identity of another person or
2. 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 (1) to (5), 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 (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

PROHIBITION OF BULLYING

Bullying is prohibited: on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and

at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (b).

REPORTING INCIDENTS

The school district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it. Reports may be made anonymously, but no disciplinary action will

be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A *Witness Form* is available in school offices, and is available on the school and district's websites.

Our school staff has been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O (h).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

Investigating and/or gathering data

Substantiating and establishing the facts

Assessing the facts

Documenting

Communicating results

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (d)(v).) A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

ACADEMIC ACTIVITIES

Uxbridge Public Schools shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents

and guardians. There are additional interventions used as needed.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the Uxbridge Public Schools Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

This form is to be confidentiality maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. section 1232g. Do not file in the cumulative record.

**Uxbridge Public Schools
INCIDENT REPORTING FORM**

Directions: The Uxbridge Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal/Assistant Principal at the student's school. This form can be completed anonymously by omitting signature and name. **Every** reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

Date of Report: _____ / _____ / _____

Name of student target: _____

Name(s) of alleged aggressor(s) (If known): _____

Name(s) of witness(es) (If known): _____

Where did the incident(s) happen (choose all that apply)?

_____ **On school property** _____ **At a school-sponsored activity or event off school property**
_____ **Online/via technology** _____ **On a school bus** _____ **On the way to/from school**
_____ **Other:** _____

What best describes what happened (choose all that apply):

_____ **Teasing** _____ **Threat/Property Damage** _____ **Stalking** _____ **Theft/Property Damage**
_____ **Social Exclusion** _____ **Intimidation** _____ **Physical violence** _____ **Public humiliation**
_____ **Retaliation** _____ **Sexual Harassment** _____ **Other:** _____

What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)

Did a physical injury result from this incident? _____ **No** _____ **Yes (please explain)**

Name Of Person Reporting Incident (Optional):

Telephone(optional) _____ E-mail
(optional) _____

____ Student ____ Parent ____ Other

Signature: _____ Date: _____

Hazing Conduct*

The Uxbridge Public Schools forbid hazing in any form. Should an alleged instance of hazing occur, the provision of Massachusetts General Laws, Chapter 269, Sections 17-19 shall be adhered to. In addition the Executive Director or his/her designee and the Police Department shall immediately be notified of the circumstances of the complaint and the action taken.

Any student who has engaged in hazing shall be subject to the disciplinary actions. Any employee who has engaged in hazing shall be subject to disciplinary and/or legal action.

According to Chapter 269, Section 17, the Crime of Hazing is described as follows: "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."

The term "hazing" 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 substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical healthy 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 to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18 - Duty to Report Hazing

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

Chapter 269, Section 19 - Statement of Compliance and Discipline Policy Requirement

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

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

said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

**(pending School Committee Approval)*

Smoking and/or Possession of a Tobacco Product Including Electronic Cigarettes or Vaping Products

Students Found smoking or in possession of any tobacco product or electronic cigarettes will subject themselves to the following procedures.

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator may assign an in school or short term out of school suspension for up to two days.

Second offense

- An administrator will conduct a telephone or in-school administrator-parent conference.
- An administrator may assign an out of school suspension for more than two days.

Third offense

- Same as the second offense except the length of the school suspension may be up to five days.

Alcohol, Tobacco, and Drug Use by Students Prohibited

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Vandalism and/or Theft

First offense

- An administrator will conduct a telephone or in-school administrator/parent conference.
- An administrator will assign a school suspension.
- An administrator will refer the student(s) to public safety officers, Chief of police and/or fire.
- Restitution will be made for all damages.
- Uxbridge Police Department may also be notified depending on the severity of the offense and Policy 722.

Second offense

- An administrator will conduct a telephone or in-school administrator- parent conference.
- An administrator will assign a school suspension of three (3) days.
- Restitution will be made for all damage.

Third offense

- Same as second offense except the length of school suspension will be five (5) days.

Verbal and/or Physical Abuse Including Fighting

First and subsequent offenses

- An administrator will conduct telephone or in-school administrator-parent conference.
- An administrator will assign an administrative office detention or a school suspension at their discretion.
- Depending on the severity of the offense (as per Policy 722) public safety officials may be notified.

Firearms: Federal Gun Free Schools Act

No person, unless he/she is a law enforcement officer or licensed under Chapter 140, shall carry a firearm on to school grounds, or into the school building without the prior written authorization of the Principal or his/her designee.

A firearm is defined as any pistol, revolver, rifle, or smooth bore arm from which a shot, bullet, pellet, or any projectile can be discharged.

In accordance with the provisions of the Federal Gun Free Schools Act any student who brings a firearm onto school property shall be expelled for a period of one year and reported to the Uxbridge Police and the Department of Social Services. The Superintendent may modify this disciplinary action.

A student who receives services under the IDEA may be placed in an alternative program for a period of 45 days pending any special education hearing unless the school system and the parent agree otherwise.

Bikes, Skateboards and Scooters

Grade 3 students are allowed to ride bicycles to school. Bike racks are located at the side of the school and bicycles are to be placed in this area immediately upon arriving at school. Students are advised to place a lock on their bike. The school is not responsible for damage or theft to bicycles. Any student who is careless regarding his/her safety or that of others may have bicycle privileges suspended.

Skateboards and scooters may not be used. There is no room in the school building to store skateboards and/or scooters.

Emergency Response Drills

The Uxbridge Public School District has a comprehensive Emergency Response Plan developed and maintained in continuous collaboration with the Uxbridge Police Department and Uxbridge Fire Department. . It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are three types of drills that are required for all staff and students in all school buildings during the school year:

Evacuation/Fire Drill – is used when it is important to move away from the building to a secure location away from the building. These drills will take places at least three times per year under the direction of the Uxbridge Fire Department.

Shelter in Place– is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A hold in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

Lockdown – is used to protect staff and students from a threat inside the building. It is to be used when it may be more dangerous to evacuate the building than it is to stay in a secure classroom within the school and utilize tactics from ALICE training. These drills will take place in coordination with the Uxbridge Police Department.

Emergencies are unexpected, unpredictable, and take many forms. No one can ever be fully prepared for everything that may happen as each situation happens in its own unique context. However, the district Incident Management Plan is designed to provide a proven framework within those unique situations on which leaders and staff can rely. When a school's procedures are well rehearsed and automatic, the opportunity for a school leader to assess the situation and make appropriate immediate decisions is greater.

Bus Rules and Regulations

Students shall comply with the following rules and regulations.

Students shall:

- A. Obey the bus operator at all times while under his/her supervision.
- B. Not stand nor play in the roadway while waiting for the bus.
- C. Not extend arms or heads out of bus windows at any time,
- D. Remain seated while the bus is in motion.
- E. Remain in line at least five feet from the bus when it stops for pick up, and should not move toward the bus until the door is open.
- F. Look for traffic in both directions before crossing the highway.
- G. Not be permitted to stand on the road, highway or street to direct traffic.
- H. Keep the aisles clear of lunch boxes, musical instruments, and other things.
- I. Be at the bus stop at the time designated and be ready to get into the bus with the least possible delay in order to keep the bus on schedule.
- J. Not be allowed to leave the bus at any place without the written consent of the Principal.

- K. Conduct themselves in an acceptable manner at all times. Smoking, vulgarity, drinking, or ingesting illegal drugs, as defined by state law and boisterous or other improper conduct will not be permitted.
- L. Assist the drivers in keeping the bus clean.
- M. Not damage nor deface any part of the bus. Should this happen, it will be the responsibility of the student and his/her parents to pay for any damage.
- N. Ride only those buses to which they are regularly assigned, except when permission is granted by the Principal.
- O. Not operate the service door. This is the responsibility of the bus operator.
- P. Not tamper with the operating mechanisms of any part of the school bus.

In addition, students who must cross the highway after a lighting from the bus shall pass several feet in front of the bus after the driver signals them to do so.

School bus riding is a privilege and as such can be suspended or revoked for misbehavior.

The following disciplinary measures will be enforced if the foregoing rules and regulations on bus behavior are violated:

- **First offense:** Students may receive a warning and a call to parents
- **Subsequent offenses:** may result in further disciplinary action such as an office detention, assigned seating on the bus, or suspension of bus riding privileges. Severe misconduct could result in riding privileges being revoked for the remainder of the year.

Bus Accident Protocol

The Uxbridge Public Schools will follow Statewide Treatment Protocols set by the State Office of Emergency Medical Services In regards to any bus accidents where emergency medical services is called for.

In summary, parent(s) / guardian(s) will be called by the school office to be informed that an accident has taken place. Parent(s) / guardian(s) will be directed to report to the scene of the accident.

Under 105 CMR 170.355, all students under the age of 18 will be transported to the hospital from the scene of a bus accident for medical assessment.

If parent(s) / guardian(s) refuse medical attention for their child, they will be required to sign a waiver stating such before the child is released to their custody.

Asbestos Management Plans

The Asbestos Hazard Emergency Response Act (AHERA) requires public notification that asbestos management plans have been developed for all Uxbridge Public Schools. These plans are available and accessible to the public at the central office.

SCHOOL DEPARTMENT POLICIES

Non-Discrimination Policy and Grievance Procedure*

Title VI, Title IX, Section 504, ADA, Age Discrimination Act, G.L. c. 76, §5, G.L. c. 151B, G. L. c. 151C, 603 CMR §26.08

I. Introduction

The Uxbridge Public Schools is committed to maintaining an educational environment where bigotry and intolerance, including discrimination and/ or harassment on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age, are not tolerated. Discrimination and harassment are contrary to the mission of the Uxbridge Public Schools and its commitment to equal opportunity in education.

The Uxbridge Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Uxbridge Public Schools, or in obtaining the advantages, privileges and courses of study of the Uxbridge Public Schools on account of race, color, sex, gender identity, religion, national origin, or sexual orientation. (G.L.c. 76, §5). Additionally, the Uxbridge Public Schools does not tolerate harassment based upon race, color, sex, gender identity, religion, national origin, or sexual orientation. (603 CMR 26.08).

For purposes of this policy and its related procedures, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Uxbridge Public Schools takes allegations of discrimination and harassment seriously. Any allegation of harassment or discrimination will be investigated promptly, impartially, and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances and as provided by law. Where it is determined that conduct that violates the law and/ or this policy has occurred, the Uxbridge Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. Harassing conduct involving these categories can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that creates a hostile environment for the recipient(s) or "victim(s)" of the conduct, and is based on race, color, national origin, sex, gender identity, sexual orientation, religion, disability, or age. Conduct is unwelcome if the victim(s) did not request or invite it and considered the conduct to be undesirable or offensive. Harassment is prohibited by the Uxbridge Public Schools, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.

- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the Uxbridge Public Schools; or (ii) creates an intimidating, threatening, or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like G.L. c. 151B and G.L. c. 151C), by federal courts, state courts, the U.S. Department of Education, the Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

“Sex-based harassment” includes both sexual harassment and gender-based harassment.

"Sexual harassment" is defined in G.L. c. 151B, § 1 as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, or cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

“Gender-based harassment” includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person’s nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or victim of the harassment.

III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment

a. Introduction

If any Uxbridge Public Schools student, parent or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Uxbridge Public Schools. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to the student's Principal. Administrators aware of harassment or

discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to the Uxbridge Public Schools' policy of promoting an educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Uxbridge Public Schools' authority to discipline or take remedial action for conduct which the Uxbridge Public Schools deems unacceptable.

b. Grievance Procedures

i. District Civil Rights Coordinator (“Civil Rights Coordinator”)

The Civil Rights Coordinator for Title VI (race, color, national origin); Title IX (sex); Section 504 (disability); Title II of the ADA (disability); Religion, Sexual Orientation, Gender Identity and Age is:

Ms. Stephanie Geddes

9 North Main Street

Uxbridge, MA 01569

Students, parents, or employees who wish to initiate either the informal or the formal complaint process may direct a written or verbal complaint to the Civil Rights Coordinator or to the Principal for the school in which the alleged discrimination or harassment took place. Whether formal or informal in nature, written complaints are encouraged. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer to the complaint to the Principal or the Civil Rights Coordinator.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, the Civil Rights Coordinator, or the Civil Rights Coordinator’s designee.

Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the individual making the complaint, the name of the alleged victim, the name of the alleged perpetrator(s) of the harassing or discriminatory action, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the student is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

Efforts should be made to file such complaint within twenty (20) calendar days after the alleged discriminatory action occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, the Medfield Public Schools will investigate any complaint no matter when it is filed.

Within 48 hours of receiving a complaint, the District will determine whether the alleged victim wishes to utilize formal or informal procedures, which the alleged victim can also expressly select as described below in Section ii(1) regarding informal procedures and Section ii(2) regarding formal procedures, and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination, or violence.

Any teacher or other employee who receives a complaint of discrimination or harassment shall immediately forward the complaint to the building Principal. The Principal will then determine whether the alleged victim wishes to pursue formal or informal procedures, and will forward all formal complaints to the Civil Rights Coordinator listed above, who will begin the formal procedure described below. If the alleged victim wishes to pursue informal procedures, the Principal and/or the Principal’s designee will first attempt to resolve the complaint at the building level.

The Civil Rights Coordinator or her designee shall handle the investigation and resolution of a formal complaint. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that

supervisor's authority, and any complaint about the Civil Rights Coordinator will be investigated by the Superintendent or his designee. Any complaint about the Superintendent should be submitted to the chairperson of the school committee, who should consult with legal counsel concerning the handling and investigation of the complaint.

ii. Internal Grievance Procedure

1. Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, an alleged victim may wish to resolve the complaint on an informal basis through discussion between the alleged victim and the alleged perpetrator, which will be facilitated by the building Principal or designee. The alleged victim may request informal procedures or be given the option of electing between pursuing informal or formal procedures at the time that their complaint is received by the Civil Rights Coordinator or building Principal. Informal procedures are entirely voluntary. Alleged victims may elect to pursue formal procedures at any step in the process of making their complaint, even if informal procedures have already begun. Similarly, alleged perpetrators may elect to follow formal procedures.

If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. This voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the alleged victim is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

2. Formal Resolution of Discrimination and Harassment Complaints

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time.

Step One

Within forty-eight (48) hours of receiving the complaint or of the termination of an unsuccessful informal resolution process (whichever is later), the Civil Rights Coordinator or designee will meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The Civil Rights Coordinator or designee will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the Civil Rights Coordinator or designee.

Step Two

A prompt investigation shall be completed by the Civil Right Coordinator or designee within thirty (30) school days from the date the complaint or report is received by the District, unless impracticable (e.g., the complaint is received during the summer time and witnesses are unavailable). The Civil Rights Coordinator or designee will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator, including whether or not the Civil Rights Coordinator or designee anticipates that there may be discipline.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the complainant (if different than the alleged victim), the individual(s) against whom the complaint is filed (“alleged perpetrator[s]”), and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Civil Rights Coordinator or designee.

The alleged victim and the alleged perpetrator(s) have the opportunity to present witnesses and information that they deem relevant to the Civil Rights Coordinator or designee. Refusal by the complainant to provide the investigator with

documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. However, regardless of the complainant's participation in the investigation, the District will investigate the complaint to the extent possible and will take appropriate action based on the results of its investigation.

Step Three

The Civil Rights Coordinator or designee shall document his or her findings. The Civil Rights Coordinator or designee shall send the written report of the findings to the Superintendent, alleged victim, and alleged perpetrator within thirty (30) school days after the investigation has been completed, unless the alleged victim and alleged perpetrator agree in writing to extend the timeline.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion, based upon a preponderance of the evidence, of whether discrimination, harassment or violence did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint; and
- g) if the District concluded discrimination, harassment, different treatment, or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged perpetrator will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders but not suspensions).

The Civil Rights Coordinator or designee shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The Civil Rights Coordinator or designee shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

Step Four

The Civil Rights Coordinator and/or Superintendent shall maintain the written report of the investigation, findings and disposition.

The District will contact the alleged victim within fourteen (14) school days following the conclusion of the investigation to assess whether there has been on-going harassment or retaliation and to determine whether additional supportive measures are needed.

3. Interim Measures

The Uxbridge Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the complainant.

In the case of alleged sexual assault, the Civil Rights Coordinator and/ or designee will take additional individualized steps as necessary, including, but not limited to, referring the alleged victim to a rape crisis center, creating a safety plan, and/ or designating an individual at the site level to act as a support person during the investigation.

4. Appeals

Any party may appeal the decision of the Civil Rights Coordinator and/ or designee in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Dr. Frank Tiano, Superintendent.508-278-8648

If the appealing party is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below.

iii. External Grievance Procedure

Any student, parent or employee who chooses not to use the district's internal grievance procedures or who is not satisfied with the district's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

1. For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

2. For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

3. For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place

Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TTY: 617-994-6196

OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

IV. Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, Civil Rights Coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

V. Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The Civil Rights Coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the Civil Rights Coordinator. The Uxbridge Public Schools will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

**(pending School Committee Approval)*

Federal Program Coordinators

Title IX	Ms. Stephanie Geddes	(508) 278-8648
Title VI	Ms. Stephanie Geddes	(508) 278-8648
504 Program	Ms. Stephanie Geddes	(508) 278-8648

Teaching About Alcohol, Tobacco, and Drugs

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.

To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use. To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Administering Medicines to Students JLCD

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. Only the school nurse, personnel selected specifically by the school nurse and authorized to administer medication pursuant to 603 CMR 210.004, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with allergies may possess and administer epinephrine.
5. Students with disabilities who require the ability to self-administer medications in order to access the curriculum, as determined by the student's IEP or 504 Team.

Drug-Free Workplace: GBEC

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

Public Complaints About School Personnel : KEB

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

Public Complaints About School Personnel: KEB-R

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.

2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.

3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.

4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.

5. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.

6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

Concussion Management and Return to Play Requirement

Student/ athletes and Parents are required to read and sign off on the Concussion and Opioid fact sheets prior to athletic participation.

Assumption of Risk

All student/ athletes and parents must realize that participation in sports carries a risk of injury including possible concussion, and, by agreeing to participate in athletic activities and signing a parental permission form on behalf of their children/ themselves, they thereby assume the risks of such injury. It is imperative that extreme care and attention be used at all times by all parties. Specific provisions for exercising care can be found below and on this Website:

[<http://www.cdc.gov/headsup/index.html>].

Concussion Management and Return to Play Requirements
“When in Doubt- Sit It Out”

“A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost.” (Centers for Disease Control and Prevention, 2009).

Part I: Signs and Symptoms of a Concussion

A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like) the following:

- Confusion / disorientation / irritability
- Act silly / combative / aggressive
- Trouble resting / getting comfortable
- Repeatedly ask same questions
- Lack of concentration
- Dazed appearance
- Slow response / drowsiness
- Restless / irritable
- Incoherent / slurred speech
- Constant attempts to return to play
- Slow / clumsy movements
- Constant motion
- Loss of consciousness
- Disproportionate / inappropriate reactions
- Amnesia / memory problems
- Balance problems

2. Symptoms of a concussion may include (what the athlete reports) the following:

- Headache or dizziness
- Over sensitivity to sound / light / touch
- Nausea or vomiting
- Ringing in ears
- Blurred or double vision
- Feeling foggy or groggy

Note: DPH regulation 105 CRM 201 requires that a coach MUST immediately remove a student/ athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion or (B) is diagnosed with a concussion regardless of when such concussion or head injury may have occurred or (C) sustains a head injury or suspected concussion. Under this regulation, coaches must also prohibit student/ athletes from engaging in any unreasonably dangerous athletic techniques and encourage techniques designed to promote safety. Failure to comply with this regulation may result in penalties including, but not limited to, personnel sanctions and the forfeiture of games.

Additionally, coaches, licensed athletic trainers, trainers, volunteers, school and team physicians, school nurses, athletic directors, marching band directors, students engaged in athletic activities and their parents must annually read, sign, and acknowledge understanding and receipt of DPH approved concussion education materials provided by the school. While this information provides a useful reference regarding indicators of concussion in student/ athletes, it is not a substitute for reading, signing, and acknowledging receipt of those materials.

Part II: Return to Participation (RTP)

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Massachusetts Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician or the following

individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). Therefore, the following procedures will apply when a Pre-Participation Head Injury/ Concussion Form reveals a recent prior concussion (beginning with procedure 5) or when a concussion occurs during the sports season:

Concussion management requirements:

1. No student/ athlete SHALL return to participation (RTP) on the same day of concussion.
2. The coach shall communicate the nature of the injury directly to the parent in person or by phone and the licensed athletic trainer immediately after the practice or competition in which a student/ athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach or licensed athletic trainer also must provide this information to the parent in writing in English and in the language of the home on the Report of Head Injury during Sports Season Form, whether paper or electronic format, by the end of the next business day. If the athlete is injured during the season but not while involved in any school athletic or extra-curricular activity, the parent must complete the Report of Head Injury during Sports Season Form and provide it to the student/ athlete's licensed athletic trainer/ coach.
3. The licensed athletic trainer/coach shall communicate, prior to the next school day with the Athletic Director and school nurse that the student/ athlete has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The licensed athletic trainer/coach will provide the Report of Head Injury during Sports Season Form to the nurse and Director of Athletics. The school nurse will contact the student's teacher and guidance counselors.
4. If a student/ athlete is suspected of having a head injury or concussion, the student/ athlete will be referred immediately to their primary care physician or the emergency room and will be given a symptom checklist for review by medical personnel. Any loss of consciousness, vomiting or seizures the student/ athlete MUST be immediately transported to the hospital. Any student/ athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). These individuals must have received the appropriate training to make certifications.
5. Each student/ athlete who is removed from practice or a competition and subsequently diagnosed with a concussion must have a graduated reentry plan to return to full academic and extracurricular activities. The plan will be developed by teachers, guidance counselor, school nurse, licensed athletic trainer if on staff, parent and the child's treating medical provider.
6. Close observation of a student/ athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.
7. Schools will follow the primary care physician's written orders concerning return to school and physical activity.
8. The student/ athlete MUST obtain written clearance from one of the licensed health care professionals mentioned above directing them into a well-defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the student/ athlete should cease activity*.
9. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions. This clearance may be provided via a DPH Post Sports-Related Head Injury Medical Clearance Form or school-based equivalent.
10. The student/ athlete diagnosed with a concussion must be completely symptom free at rest in order to begin graduated reentry to extracurricular athletic activities. The student/ athlete must be symptom free at rest, during exertion, and with cognitive activity in order to complete the graduated re-entry plan and be medically cleared to play.

Medical Clearance RTP Protocol (Recommended one full day between steps)

Rehabilitation stage - Functional exercise at each stage of rehabilitation - Objective of each stage:

1. No activity - Complete physical and cognitive rest until recovered and asymptomatic. School may need to be modified.
2. Light aerobic activity - Walking, swimming or stationary cycling keeping - Increase Heart Rate intensity, <70% of maximal exertion; no resistance training.
3. Sport Specific Exercise - Skating drills in ice hockey, running drills in soccer - Add Movement; no head contact.
4. Non-contact training - Progression to more complex training drills, i.e., - Exercise, coordination and drills passing drills in football and ice hockey; may start cognitive load progressive resistance training.

5. Full Contact Practice - Following medical clearance, participate normally - Restore confidence and assess training activities functional skills by coaching staff.

• If at any time symptoms should return during the RTP progression the student/ athlete should stop activity that day. If the student/ athlete's symptoms are gone the next day, s/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider.

Additional MIAA Requirements for Football and Hockey

A doctor, licensed trainer or certified EMT must be in attendance and on duty for all interscholastic football games and all varsity ice hockey games. The medical person shall be responsible for both teams unless the visiting team has its own medical coverage. His/her judgment will be final with regard to the condition of a player after injury. No player may continue to play against the medical person's advice. The penalty for violation of this provision is forfeiture of the game.

References:

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82.

<http://www.nfhs.org>

2. McCrory, Paul MBBS, PhD; Meeuwisse, Willem MD, PhD; Johnston, Karen MD, PhD; Dvorak, Jiri MD; Aubry, Mark MD;

Molloy, Mick MB; Cantu, Robert MA, MD. Consensus Statement on Concussion in Sport 3rd International Conference on

Concussion in Sport held in Zurich, November 2008. Clinical Journal of Sport Medicine: May 2009 - Volume 19 - issue 3 -

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http://journals.www.com/cjsportsmed/Fulltext/2009/05000_Consensus_Statement_on_Concussion_in_Sport_3rd.1.aspx

3. Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports.

http://www.cdc.gov/NCIPC/tbi/Coaches_Tool_Kit.htm.

4. U.S. Department of Health and Human Services Centers for Disease Control and Prevention. A Fact Sheet for Coaches. (2009). Retrieved on June 16, 2010. http://www.cdc.gov/concussion/pdf/coaches_Engl.pdf

Resources: C Centers for Disease Control and Prevention. Injury Prevention & Control: Traumatic Brain Injury. Retrieved on June 16, 2010. <http://www.cdc.gov/TraumaticBrainInjury/index.html>

C Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports Guide for Coaches. Retrieved on June 16, 2010.

Access to Electronic Media: IJND

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of director electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its Internet safety measures.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Responsibility for Damages

Individuals shall reimburse the Committee for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the District’s education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

Acceptable Use Policy – Technology: IJNDB

Purpose

The Uxbridge Public Schools shall provide access for employees and students to technology for educational purposes as described in an internal document entitled “Administrative Regulations and Procedures for Acceptable Use Policy”. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of these technologies is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others, i.e., the community, government agencies, and businesses. These will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District’s technologies for instructional and administrative purposes.

Access to technologies, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with Administrative Regulations and Procedures for Acceptable Use Policy”.

Access to technology is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Uxbridge Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Uxbridge Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Uxbridge Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Uxbridge Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Uxbridge Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Exposure Control Policy

It is the policy of the Uxbridge Public Schools to protect students and staff from bloodborne pathogens.

All employees shall use universal precautions to prevent student or self-contact with blood or other potentially infectious materials or fluids.

These universal precautions shall include:

1. The wearing of latex gloves while in contact with blood or other potentially infectious materials or fluids.
2. The washing of hands and other exposed areas with soap and running water and drying with paper towels immediately after removing gloves and/or exposure to blood or other potentially infectious materials or fluids.

Restraint Prevention and Behavior Support Policies and Procedures

Introduction

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Uxbridge Public Schools. The District complies with the Department of Elementary and Secondary Education (“Department”)’s restraint regulations, 603 CMR 46.00 et. seq., to the extent required by law. According to the terms, the restraint regulations apply not only at school, but at school-sponsored events and activities, whether or not on school property.

Physical restraint, including prone restraint where permitted, shall be used only in emergency situations, 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:

- I. 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
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

This policy shall be reviewed annually and provided to Uxbridge Public Schools staff and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the District from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

Definitions

The following definitions appear at 603 CMR 46.02:

1. Physical escort: Temporary touching or holding a student 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.
2. Physical restraint: Direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort or a physical escort.
3. Mechanical restraint: The use of a physical device or equipment to restrict the movement of a student. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such services were designed.
4. Seclusion restraint: Involuntary confinement of a student alone in a room or area which the student is physically prevented from leaving. The use of “time-out” procedures shall not be considered “seclusion restraint.” Time-out means a behavioral strategy in which a student temporarily separates from a learning activity or the classroom, either by choice or by direction from staff for the purpose of calming. During time-out, staff must continuously observe a student and shall be with the student or must observe the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for calming. Time-out shall cease as soon as the student has calmed.

5. **Medication Restraint:** 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.
6. **Prone Restraint:** Physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Methods for Prevention of Student Violence, Self-Injurious Behavior and Suicide

- Individual crisis planning/ Crisis Intervention Plans
- Building Based Support Teams meetings
- Functional Behavior Assessments
- Behavior Intervention Plans
- Therapeutic Specialized Programming within general and special education
- Classroom Curriculum
- Groups led by trained staff such as the school psychologists, school adjustment counselors, guidance counselors
- Referrals to community based agencies
- Faculty Training
- Communication to outside providers
- Parent Consultation
- Peer Mentoring program
- Re-entry meetings for students returning from hospitalization
- Outreach to 24-hour Emergency Services
- De-Escalation Techniques
 - Positive behavioral interventions
 - Allowing personal space
 - Use of supportive words
 - Appropriate tone, volume and rhythm when speaking to the individual
 - Verbal redirection
 - Verbal directive to cease behavior
 - Opportunity for a break
 - Loss of privileges/rewards/tokens
 - Opportunity for time-out
 - Physical escort to a separate space for time-out

Methods for Engaging Parents and Youth in Discussions About Restraint Prevention

Any parent with concerns about the use of physical restraint at any school within School District may request a meeting with the building principal or the superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described below.

Alternatives to Physical Restraint

a. Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions;
- Verbal redirection;
- Verbal directive to cease behavior;
- Opportunity for a break;
- De-escalation techniques;

- Loss of earned tokens/rewards/privileges;
- Opportunity for time-out; and
- Physical escort to a separate space for time-out.

Training

Each building principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Department recommends be at least sixteen (16) hours in length with at least one refresher course occurring annually thereafter.

In-depth training will include:

1. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. A 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 to determine whether the use of restraint is warranted;
3. 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;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
5. Demonstration by participants of proficiency in administering physical restraint; and
6. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

In addition, each staff member will be trained regarding the school's physical restraint policy within the first month of the school year and, for employees hired after the school year begins, within one month of their employment. All staff must receive training with respect to the District's restraint prevention and behavior support policy and requirements for when restraint is used. Training will include the following:

1. The role of the student, family and staff in preventing restraint;
2. The District's restraint prevention and behavior support policy;
3. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors, and other alternatives to restraint;
4. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraint, including information regarding the increased risk of injury to a student when restraint is used;
5. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans as applicable to the individual student; and
6. Identification of specific staff who have received in-depth training in the use of physical restraint to serve as school-wide resource to assist in ensuring the proper administration of physical restraint. These individuals must participate in the in-depth training as explained above.

Use of Restraint

The use of mechanical restraint, medical restraint and seclusion is prohibited. Prone restraint is prohibited except on an individual basis and only on 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 restraint 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 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. Consent means that the parent was fully informed of all relevant information, in his or her native language or other mode of communication and the parent understands and agrees in writing to use the use of prone restraint for emergency situations. The consent should describe to whom records will be released and that the agreement is voluntary and may be revoked at any time;
6. The principal approves in writing of the use of prone restraint for emergencies; and
7. Steps one (1) through six (6) must be documented in advance of the use of the prone restraint.

Physical Restraint

Physical restraint is an emergency procedure of last resort. It is prohibited, 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.

Physical restraint will not be used:

1. To discipline students;
2. When the student cannot be safely restrained because the restraint is medically contraindicated, such as students with asthma;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with rules or staff directives;
4. Because of verbal threats that do not constitute a threat of assault, or imminent, serious, physical harm; and
5. As a standardized response for an individual student, such as on an individualized education program (IEP).
No individual behavior plan or IEP may include the use of physical restraint as a last resort.

Only school personnel who have received the in-depth training shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint.

A person administering physical restraint shall only use the amount of force necessary to protect the student or others from injury or harm. This requirement does not prevent a teacher, employee, or agent from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Floor restraints, including prone restraints, shall be prohibited unless staff members administering the restraint have received an in-depth training, and in the judgment of the trained staff, such method is required to provide safety for the student or others present.

A person administering the restraint shall use the safest method available and appropriate to the situation. No restraint shall prevent a student from breathing or speaking and staff must continuously monitor a student's physical status, such as skin temperature, color and respiration. If a student indicates that he or she is in significant physical distress or is observed to be in physical distress, including, but not limited to breathing or sustained or prolonged coughing or crying, the student should be released immediately and there should be steps taken to seek immediate medical assistance.

If a student is restrained for a period of longer than twenty (20) minutes, program staff shall obtain the approval of the principal to continue the restraint. The principal should observe the student and make his or her determination based on the student's continued agitation.

Staff should review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans.

The restraint should stop as soon as the student is no longer an immediate danger to himself or others.

Methods of Physical Restraint:

The following are the types of physical restraint that the District uses:

1. One Person Stability Hold – Standing: One staff person stands behind the student with the student's arms crossed and held near the student's waist. The staff person steps in close behind the student, facing sideways and placing his or her hip against the student's backside for stability.
2. One Person Stability Hold – Seated: One staff person kneels behind the student with the rear foot extended to provide support. The student's arms are crossed and held down by the student's waist. The student's torso must be kept vertical when using this hold.
3. Two Person Stability Hold - Standing: Two staff members approach the student from opposite sides. Both staff, with the outside hand, grasp the student's closest arm just above the wrist. With the inside hand, the staff inserts their arm through the student's arm and grasps their own wrist securely. Staff then moves behind the student, facing outward with their hips behind the student's hips. The student's hands are kept near his or her pockets, with the arms slightly bent.

Review of Records

After the release of a student from physical restraint, the principal/ designee will review the incident with the student to address the behavior that led to the restraint, will review the incident with staff who administered the restraint to discuss whether proper procedures were followed, and will consider whether any follow-up is required for students who witnessed the incident.

The principal at each building must create procedures to conduct weekly reviews of restraint data to identify students who have been restrained multiple times during the week. If such students exist, the principal must convene a team to assess the student's progress and needs; the events leading up to each restraint, such as time of day, day of week, antecedent events and individuals involved; factors that may have contributed to an escalation of behaviors, 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. The review team must review and discuss the written reports submitted and any comments provided by the student and parent and create a written plan of action. If the principal participated in the restraint, the superintendent or designee should lead the discussion. The principal will ensure that a record of each individual student review is maintained and is available to the parent and the Department, upon request.

The principal at each building will develop procedures to conduct monthly review of school-wide data to determine patterns in time of day, day of week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of the restraints; and the number and type of injuries, if any resulting from the use of the restraint. The principal will determine whether it is necessary to modify the school's restraint prevention and management policy, conduct additional staff training or take any other action that is necessary.

Reporting

The program staff who administered a restraint shall report to the principal the use of any restraint verbally as soon as possible, and by written report no later than the next school working day. If the principal has administered the restraint, the principal will prepare the report and submit it to the superintendent or his or designee. The principal or his or her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department or the parent.

The principal or a designee must make reasonable efforts to notify the parent of the restraint within twenty-four (24) hours and shall notify the parent by written report within three (3) school working days, either through an email address provided by the parent for communications about the student, or by regular mail. The report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The principal will provide the student and parent an opportunity to comment orally and in writing. The principal of each building should create procedures for this notice.

The written report to the parent or guardian will contain:

1. The name of the student, the job titles of staff who administered the restraint and observers, if any, the date of the restraint, the time the restraint began or ended, the name of the principal or designee who was verbally informed following the restraint, and if applicable, who approved the continuation of the restraint beyond twenty (20) minutes;
2. 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;
3. A description of the administration of the physical 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 students and/or staff if any, during the restraint and any medical care provided;
4. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student; and
5. Information regarding opportunities for the student's parent to discuss with school officials the administration of restraint, any consequences that may be imposed on the student, and any other related matter.

When a restraint has resulted in injury to a student or program staff member, the school shall provide a copy of the required report to the Department within three (3) school working days of the administration of the restraint. The school will also send a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

The school shall collect and annually report use of physical restraints.

Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities or from exercising their responsibilities as a mandated reporter under G.L., c. 119, § 51A.

Procedure for Receiving and Investigating Complaints Regarding Restraint Policies

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to the Director of Pupil Services..

The Director of Pupil Services will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Director of Pupil Services and the Department.

A written report will be developed by the Director of Pupil Services and provided to the complainant.

The Director of Pupil Services' determination will be the final determination of the District.

Background Checks - ADDA

It is the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees who may have direct and unmonitored contact with children. School employees shall include, but not be limited to, any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the Department of Criminal Justice Information Services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent federal CJIS and Massachusetts DCJIS security policies, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

Historical reference and/or comparison with future CHRI requests;

Dispute of the accuracy of the record; and

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, factors to be considered may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct; the time that has passed since the offense; conviction and/or completion of the sentence; nature of the position held or sought; age of the individual at the time of the offense; number of offenses; any relevant evidence of rehabilitation or lack thereof; and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;

The date on which the school employer received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer. The subsequent school employer must retain any and all documentation related to a relied-upon suitability determination.

If the individual meets all of the criteria for reliance on a previous suitability determination, the new school employer has the discretion to nonetheless require a new CHRI and CORI check, but shall bear the expense of the new check.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Comply with all applicable state and federal laws;

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy;

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and

Provide the individual with information on the process for updating, changing, or correcting CHRI under state and federal law.

All of these steps will be documented.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances (not to exceed thirty days) to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of G. L. c. 151B, § 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in an electronic or paper secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI. Each log entry will be maintained for at least one year.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and
The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "'Direct and unmonitored contact with children' means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present." 'Contact' refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee,

Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. c. 6, §§ 167-178; 15D, §§7-8; 71, § 38R; 151B; 276, §100A

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

Procedure for correcting a criminal record

FAQ - Background Checks

File: ADDA-R - DCJIS MODEL CORI POLICY

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and

- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC May 2014

Teen Dating Violence Policy (Title IX)

The Uxbridge Public Schools is committed to providing a learning environment in which dating violence is not tolerated. Consistent with this philosophy, the Uxbridge Public Schools is committed to promoting an environment free from dating violence. Accordingly, the Uxbridge Public Schools seeks to increase awareness of teen dating violence and help in responding to the needs of victims and children who are witnesses to such violence. Teen dating violence occurring in any setting is unlawful, and teen dating violence occurring in any school setting will not be tolerated. Further, retaliation against an individual who has complained about teen dating violence or cooperated in an investigation of teen dating violence will not be tolerated.

The Uxbridge Public Schools will respond promptly to complaints and reports of teen dating violence or retaliation and corrective action will be taken where necessary, including disciplinary action up to and including expulsion where appropriate. Investigations into allegations of teen dating violence will be conducted in accordance with the Uxbridge Public Schools' Nondiscrimination Policy and Grievance Procedure.

I. Defining the Issue of Teen Dating Violence Domestic Violence/ Interpersonal Violence:

Domestic Violence:

A pattern of coercive behavior in which one partner attempts to control another through threats or actual use of tactics, which may include any or all of the following: physical, sexual, verbal, financial, psychological abuse and/or through the use of technology (i.e. cyberbullying). Domestic Violence affects every community across the country, regardless of ethnic group, culture, or background. People of all ages, sex, income levels, faiths, sexual orientation, gender identity, and education levels experience domestic violence.

Teen Dating Violence (or relationship abuse):

A pattern of over-controlling behavior that someone uses against their girlfriend or boyfriend. Dating violence can take many forms, including mental/emotional abuse, physical abuse, sexual abuse and/or through the use of technology (i.e., cyberbullying). Someone may experience dating violence even if there is no physical abuse. It can occur in both casual dating situations and serious, long-term relationships.

Child Witness/Exposure to Domestic Violence:

Witnessing violence can affect every aspect of a child's life, growth, and development. Exposure can include seeing or hearing the abuse, discovering the effects of abuse (their parent's injuries or broken furniture, etc.) and/or being injured/hurt defending a parent against the abusive behavior.

Family Violence:

Family violence is a broader definition, including child abuse, elder abuse, and other violent acts between family members.

Victim/Survivor/Battered/ Target:

Interchangeable terms to refer to the person who has been hurt, abused or threatened with harm, whether or not there has been actual physical abuse.

Abuser/Perpetrator/Batterer/ Aggressor:

Interchangeable terms to refer to the person inflicting the abuse and causing harm, whether or not there has been actual physical abuse.

Additionally, such conduct may also constitute harassment, a form of discrimination that is prohibited by federal and state law; and/or such conduct may constitute bullying, including without limitation, cyberbullying, which is prohibited by state law. The Uxbridge Public Schools Non-Discrimination Policy and Prohibition Against Sexual Harassment, and the Uxbridge Public Schools Anti-Bullying Policy also prohibit such conduct.

II. Recognizing Warning Signs:

Signs of Abusive Behavior or Victimization include, but are not limited to:

- Low self-esteem
- Views violence as a means of problem solving
- Belief that assault is normal
- Difficulty in establishing positive relationships with women or girls
- Lack of empathy toward others
- Difficulty with social interactions
- Need for instant gratification
- Low impulse control
- Angry outbursts
- Difficulty with dating relationships
- Very degrading toward females
- Victim stance
- Difficulty with authority figures
- Inappropriate physical contact
- Inability to set goals for the future
- Has witnessed domestic violence toward their mother
- Difficulty with accepting responsibility for own actions
- Hopelessness
- Depression
- Poor decision making/problem solving skills
- Sexual harassing behavior
- Difficulty with following directions
- Little or no investment in learning life skills
- Fear of failure/anxiety

III. Procedure for Reporting Teen Dating Violence

Responsibility of Students:

A student, who believes that they have been a victim of teen dating violence, believes that they are in danger of teen dating violence, or has a restraining order against an individual, may report the matter to any of the following individuals: (1) principal, (2) assistant principal, (3) guidance/counselor, (4) teacher, or (5) school nurse.

Students who observe an act of teen dating abuse, sexual violence, or stalking, or who have reasonable grounds to believe that these behaviors are taking place, should report incidents to school faculty and/or staff. The target will, however, not be subject to discipline for failing to report teen dating abuse, sexual violence, or stalking.

Responsibility of School Staff:

School staff will take all reasonable measures to prevent teen dating abuse, sexual violence, and stalking. Any employee that witness, hear of, or have reasonable grounds to believe that these behaviors are taking place, is obligated to report such behaviors to the building principal. Additionally, any employee who observes an incident of teen dating violence on school property or at a school-related event on or off school property must immediately notify the building principal or Civil Rights Coordinator. This report should be made verbally or in writing as soon as possible but no later than the end of the student's school day.

All staff members are required to report all acts or incidents of dating violence. These could include:

- Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse.
- Digital or electronic acts or incidents of dating violence.
- Patterns of behavior that are threatening or controlling.

When a report of teen dating violence involving the commission of a crime is received, whether it occurred off school property or has occurred on school property, on the way to or from school or at a school-related event, or a violation of a restraining order on school property, on the way to or from school or at a school-related event is received, the Uxbridge Public Schools will act promptly to notify the appropriate authorities of the alleged incident. Reporting of any such incident will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

Any student who knowingly makes a false accusation of dating violence will be subject to disciplinary action. It is important to take third party information seriously where teen dating violence is concerned.

It is recommended that an appropriately trained member of the school staff approach the student to discuss what has been heard and potential concerns. If abuse is acknowledged, a "safety plan" should be worked on, in addition to recommending and sharing referrals for counseling, support groups, and police/court assistance.

Additionally, school staff must remember to comply with all statutory reporting obligations for suspected abuse and neglect (51A reporting), as outlined in the Uxbridge Public Schools' Student Welfare Policy. Furthermore, school staff also must remember to report all crimes to the police. Reporting of any such incident will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

IV. Ensuring Confidentiality

Under state law, any information about a student's status as a target or perpetrator of dating abuse or sexual violence or as the petitioner or respondent of an order of protection and other related information that is either generated by or provided to school officials, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00). The information is confidential and must be kept private and secure, and may not be disclosed to third parties without the written consent of the parent or eligible student, except in limited circumstances.

An "eligible student" is a student who is 14 years of age or older or who has entered the 9th grade, unless the school committee has extended rights to younger students or those who have not yet entered 9th grade (603 CMR § 23.02). Once the student reaches the age of 18, the student or the parent may consent to the disclosure of information from the student's record to third parties unless the student has limited the parent's right in that regard. (Although a student 18 years of age or older has authority to limit the parent's right to consent to disclosure of his or her student records, the student cannot limit the parent's right to review them.)

Authorized school personnel may have access to student records of students to whom they are providing services when access is necessary to perform their official duties (603 CMR §23.07(3)). In these circumstances, written consent of the eligible student or parent is not required.

A school may disclose information to parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. (603 CMR 23.07).

Parental Notification and Disclosure:

If school personnel determine that a student is currently in danger or there is potential for danger related to dating abuse, a parent/guardian must be notified. School counselors and administrators will work together with students experiencing dating abuse to find ways of involving parents/guardians in increasing their child's safety. If students choose to notify their parents that they are experiencing abuse, school personnel will assist the student in developing a plan for such disclosure, including meeting with students and parents as needed. The student may disclose the name of the alleged offending student to their parent, but the school cannot disclose the name.

Procedures When the School Is Provided With a Copy of a Restraining Order:

When a student has a restraining order against an individual and provides a copy of the order to the school, the school should hold a meeting with the student and their parents/guardians to review the restraining order and its implications. A "safety plan" should be worked out to address the victim's needs and concerns, including staff to which the student may report if any concerns arise or any violation of the restraining order occurs while the student is on school property or at a school-related event. If the restraining order is against another member of the school community, a separate meeting should be held with that individual to review the restraining order and its implications, expectations, and the consequences for violation of the order. The development of the "safety plan" will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

V. Disciplinary Action

The Uxbridge Public Schools is committed to creating a campus environment that promotes timely and fair adjudication of teen dating violence, and sexual violence cases. Investigation and discipline involving reports of teen dating violence will take place in accordance with the Non-Discrimination Policy and Grievance Procedure.

VI. Training

The Uxbridge Public Schools will provide training for faculty, staff, administrators, and parents on relevant policies and how they can nurture environments that support healthy youth relationships and actively prevent bullying, harassment, discrimination, and abuse.

VII. Other Remedies

A student who believes that they have been the victim of teen dating violence that has occurred off school grounds and/or during non-school hours may report the alleged incident to the police. Students who believe that they are in danger may also seek a restraining order to protect a person from physical pain or injury or the threat of pain or injury by filing an application for a restraining order at the local courthouse.

Students' Freedom of Expression

The legislation in G.L. c.71, Sections 82-85 is summarized as follows:

The students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing views through speech and symbols; (b) writing, publishing and disseminating personal views as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks subject to a reasonable time, place and manner restrictions.

Students have the right to dress as they wish provided their dress does not violate reasonable standards of health, safety, and cleanliness.

No student shall be discriminated against because of marriage, pregnancy, parenthood, or actions outside of school which have no nexus to school or school activities.

Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

No student shall be excluded from or discriminated against in admission to the Uxbridge Public Schools, or in obtaining the advantages, privileges, or courses of study and extracurricular activities of the Uxbridge Public Schools on account of age, race, color, sex, religion, gender identity, national origin, sexual orientation, or disability.

The specific statutes are available at: <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71>

Homeless Students: Enrollment Rights and Services

To the extent practicable and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students, including preschool students, will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. The school of origin includes designated receiving schools for all feeder schools. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The student shall be temporarily enrolled regardless of whether he or she possesses documentation typically required for enrollment. The parent or guardian shall be informed of the district's decision to enroll the student either temporarily or permanently, their appeal rights, and the option to seek independent information and counsel in writing. The district's liaison will carry out dispute resolution as provided by state rule, utilizing proscribed state forms and contact information. Additionally, the district's liaison will assist the family in filing an appeal with the Department of Elementary and Secondary Education within three school days, unless an extension has been obtained. Unaccompanied youth and foster students pursuant to Title I of the Every Student Succeeds Act will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school district selected by the dispute resolution process shall immediately enroll the student if they have not done so already, pursuant to applicable district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families

should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. A student's living arrangement is considered a protected education record and cannot be deemed directory information or released without parent consent.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, then the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. The right to transportation extends to the end of the year in which a student becomes housed.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens.

The district's liaison will review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The district's liaison will also work to remove barriers to homeless students receiving full or partial credit for work fully or partially completed in a satisfactory manner in a previous school.

The Uxbridge Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the district's liaison for homeless students and their families for investigation. The Uxbridge Public Schools' liaison for homeless students can be contacted at: sgeddes@uxbridge.k12.ma.us.

LEGAL REFS.: The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Eligible students means the children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to:

1. General identifying data;
2. Records of attendance;
3. Records of academic work completed;

4. Records of achievement and results of evaluative tests;
 5. Health data (includes immunization records);
 6. Disciplinary status;
 7. Test protocols; and
- Individual Education Programs (IEPs).

Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students by providing such records to the parent/ guardian. Official records are preferred. District receiving schools must use those records for immediate enrollment and educational placement.
- If official records are not provided by the parent/ guardian, the receiving school must request official educational and immunization records and the sending schools shall respond within 10 days by providing the educational records, and within 30 days by providing the immunization records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Students shall be allowed to continue enrollment at the grade level in the receiving school that is equal with the grade level from the local education agency in the sending school at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending school shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving school shall enter the receiving school at the level validated by an accredited school in the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language/ English Language Learner programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and/ or programs.
- In compliance with the IDEA, Section 504 of the Rehabilitation Act, and Title II of the ADA, receiving schools must provide comparable services to those specified in a student's IEP or 504 Plan, and must make reasonable accommodations and modifications to address the needs of the incoming student with disabilities to provide equal access to education. Schools are not precluded from performing subsequent evaluations to ensure special needs placements are appropriate.
- Receiving schools will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining their right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Receiving schools shall facilitate inclusion in extracurricular activities regardless of deadlines, to extent

that the students are otherwise qualified.

- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- If a student transfers to Uxbridge High School in grade 11 or later, the District will accept alternative evidence for the competency determination, such as exit or end-of-year exams required from the sending state, national norm-referenced tests, or other appropriate alternate testing. Before submitting a request for alternative evidence to be considered, the District will make reasonable efforts to obtain the student's official education records from the school in the sending (i.e., previous) state, and use that information to determine whether sufficient information exists for submission. Evidence or information from the sending district that demonstrates that the student has met the receiving school's graduation standard may include the following: a transcript of courses taken and grades received from the sending and or receiving district; a portfolio of work samples for the student that addresses the required high school standards; standardized norm-referenced test results in the subject required by the receiving state for graduation; and/ or other relevant information.
- Whenever possible, Uxbridge High School shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency. If Uxbridge High School denies the waiver, it will provide reasonable justification for denial and shall further provide an alternative means of acquiring required coursework so that graduation may occur on time.
- If graduation requirements cannot be met at Uxbridge High School and the student transfers into the District in grade 12, Uxbridge High School will make reasonable efforts to ensure the receipt of a diploma from the sending school if the student has met those graduation requirements. Likewise, Uxbridge High School will make efforts to provide a diploma to an eligible grade 12 student who has met all local graduation requirements and is transferring to a school in another state, if the student cannot graduate from the receiving school.

LEGAL REFS: M.G. L. c. 15E;
Interstate Compact on Educational Opportunity for Military Children