East Brookfield Elementary School

Student Handbook

2026-2027



EAST BROOKFIELD ELEMENTARY SCHOOL VISION STATEMENT

East Brookfield Elementary School, through the combined efforts of children, teachers, and parents is a community of active learners that promotes continuous intellectual, social, emotional, physical, and aesthetic growth for all.

Children come to school with the desire to learn, ready to try new ideas, respectful of themselves and each other, responsive to adults, aware of their responsibility to themselves, society and the environment, and prepared to work hard each day to meet these goals.

Teachers come to school enthusiastic about teaching, motivated to take risks with new instructional practices, committed to continuous personal and professional growth. They are willing to work cooperatively with fellow teachers and parents, convinced that children learn best in a nurturing and safe environment. They are prepared to make positive contributions to the quality of life at East Brookfield Elementary School.

Parents, as full partners and participants in the culture of the school, encourage children to do their best, transmit family values and expectations regarding the importance of learning and the need to work hard in school, share regularly their hopes and aspirations with teachers, support the efforts of teachers, and work to expand the resources and opportunities for learning available to all in East Brookfield.

EAST BROOKFIELD ELEMENTARY SCHOOL MISSION STATEMENT

The East Brookfield School community has high expectations for all, with an emphasis for all students to be engaged in their work and thinking with high quality grade level content.

SPENCER – EAST BROOKFIELD REGIONAL SCHOOL DISTRICT MISSION STATEMENT

Teaching and Learning with Purpose! The Spencer-East Brookfield Regional School District will foster a lifelong passion for learning, empowering learners to think critically, learn endlessly, and thrive anywhere.

Our Core Values

Respectful: We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.

Responsible: We believe that motivating students to become independent "self-directed" learners leads to taking responsibility for their own learning.

Ready to Learn: We believe that all students deserve the opportunity to come to school ready to learn and prepared for the experience each and every day as evidenced by their ability to be cooperative and always giving their "best" effort! To achieve these ends, students will be:

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PART I: INTRODUCTION

This handbook has been prepared to better acquaint students and parents/guardians with school routine, school regulations, and extracurricular activities. It is the responsibility of each student and parent to read and understand the contents of the handbook. Questions regarding the handbook should be addressed immediately to the principal to avoid misunderstanding.

Notice – Massachusetts General Laws Chapter 71, Section 37H – The school committee of every city, town, or district shall publish its rules or regulations pertaining to the conduct of teachers or students, which have been adopted. Copies of the rules or regulations shall be provided to any person upon request, and without cost by the principal or headmaster of every school within each city, town, or district. Such rules or regulations shall not become effective until filed with the commissioner of education, accompanied by a certification by the committee that copies of rules or regulations are available as previously set forth.

Please be advised that any supplementary student handbook material passed out together with this booklet shall be treated as part of the student handbook and where appropriate shall replace materials included within this book.

It shall be the responsibility of individual students to be thoroughly familiar with such supplementary materials, if such is circulated, and to retain it for reference throughout the year.

HOURS OF OPERATION

Student Arrival (no earlier)	8:10 A.M.	
Bell/School Begins	8:25 A.M.	
Dismissal	2:45 P.M.	
Telephone	508-885-8536	508-885-8537
Fax	508-885-8571	

PART II: GENERAL INFORMATION

ATTENDANCE - Punctual and regular attendance is necessary both for the proper training of the individual student and to avoid disruption of classroom procedures. The school principal, assistant principal, or a designee will contact the parent or guardian of any student who has missed 5 days or more of school via a letter. If unexcused absences continue, the school principal, assistant principal, or designee will make a reasonable effort to meet with the parent or guardian of the student to develop action steps for student attendance.

Excused Absences are only allowed for the following reasons:

1. Documented or known Bereavement
2. Documented Court Appearance
3. Religious Holidays
4. Medical Absence (A medical provider has evaluated students and provided documentation stating an illness is preventing them from attending school.)

ARRIVAL/ DISMISSAL - Students should not arrive before 8:10 A.M. Please make sure your child does not come to school before the scheduled time. Upon arrival at school, students will progress directly to the playground area in the back of the school. Students are expected to leave school at dismissal and proceed directly home. Please notify the school of any changes. A bus student must have a note, if they are not taking the bus, indicating how they will be leaving school.

BUS TRANSPORTATION - School bus transportation is provided for all students to and from school. Students are expected to take their bus home unless a note is received from the parent. Students may only ride their assigned bus. Changes in bus assignment must be made through the bus coordinator at (508) 867-4500. Because of the safety hazard, which results from pupil misbehavior while riding the school bus, the bus privilege of any student may be suspended. A student will receive a slip (warning) when any misbehavior is noted. A parent must sign this slip so that the student may ride the bus the next day. If the problem continues the student will receive an additional slip from the bus driver (3-5 day suspension from the bus or possible suspension from the bus). See District Bus Rules.

CANCELLATION - School closings will be announced on channels 4, 5, 7, & 25, through the One Call Now phone system, on the SEBRSD app, along with the district website. Normally these announcements will be made from 5:45 AM to 6:45 AM on the day of the cancellation.

CELL PHONES – Students are NOT allowed to have cell phones or any other electronic device in school or on the school bus, including but not limited to smartwatches, tablets, & gaming devices. Parents must contact the principal for extenuating circumstances, so that a specific plan may be developed.

COURTESY AND SAFETY - Various rules have been established covering the general behavior expected of students who attend East Brookfield Elementary School. They have been based on our school philosophy and common sense, and they have been established to protect the rights and safety of all students.

DELAY - In inclement weather, there is also the option of a two (2) hour delay which means that all bus pickups will occur two (2) hours later than usual. All school opening schedules will be delayed for two (2) hours. Lunch will be served on these days and dismissal will remain the same.

ENTRANCE PROCEDURES: Students are encouraged to take the bus to and from school whenever possible. For parents who drive their children to school, please enter the turn-around (across from the main parking lot) on your right for drop-off.

DISMISSAL PROCEDURES – Students are dismissed at 2:45 p.m. Parents should not start arriving in the pick-up line until after 2:35 p.m. As you drive up the driveway to the school, take your first right into the turn around. The students will be dismissed through the side door.
For safety reasons:

DO NOT park and exit your vehicle. The students will come to you.
DO NOT park in the parking lot and walk over to wait for your child.
There will be no exceptions.

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DRESS CODE – Grades K, 1, 2, 3, 4, 5, 6 – The issue of appropriate school attire is often a challenge for parents and school personnel. The responsibility of proper school attire relies on sound judgment of the parent and the student. The principal will be notified of any questionable attire that is construed to be distracting to the learning in process or detrimental to the safety and/or health of any student. The guidelines listed below will be helpful to you in making sure your child is dressed appropriately for school. The school expects the students to be neat and clean at all times. The wearing/display of inappropriate inscriptions or logos on clothing is not permitted.

PLEASE NOTE THAT THE FOLLOWING DRESS CODE GUIDELINES WILL BE ENFORCED AT SCHOOL:

- Inappropriate clothing is not allowed.
- No hats of any kind.
- Tops that expose the midsection (even with arms raised) are not allowed.
- Straps on shirts may not be narrower than the width of two fingers.
- Low cut necklines, open arm holes, or net tops are not allowed – exception: T-shirt worn underneath.

- Pajamas are considered sleepwear and should not be worn to school (except on designated spirit days)
- Shoes that could mark our floors are not allowed in the building.
- Inappropriate or obscene inscriptions/ logos are not allowed.
- Any footwear that does not allow for ease in walking (halls, stairs, playground) is not allowed (example: excessively high shoes, flip flops).
- Sandal type footwear should be strapped and tightly to the foot.
- Accessories, which may be distracting to others, for example jewelry that makes noise.

OTHER GUIDELINES:

- Any/all shorts, skirts, etc. must extend at least 4 inches down on the upper thigh.
- Clothing must cover undergarments.
- Pants (shorts, skirts) must be worn at the waist, not lowered – to ensure proper coverage.

Questions and concerns should be addressed to the principal.

DRESS CODE FOR PHYSICAL EDUCATION - The following dress code is recommended for physical education classes. It will be implemented FOR THE SAFETY OF THE STUDENTS, and to enhance their enjoyment of participation in physical activities.

Failure to dress appropriately will result in a zero for that class because the student will not be allowed to participate.

- All clothing should be loose enough to allow freedom of movement. All pants must not drag on the ground or be baggy around the ankle area.
- All clothing should be tight enough to stay on their bodies while exercising (i.e. no shorts worn below the hips).
- Baseball caps (or similar) are allowed for outside activities only.
- Sneakers, of a non-marring type, are a must. Not allowed are work boots, lug soles, and sneakers with heels or platform sneakers. All these shoes present safety issues.
- Jewelry is not to be worn for safety reasons. However, if there is a need for jewelry such as a medical alert item or religious jewelry, please reach out to the principal for an exception.

Knowing your physical education schedule will allow you to plan in advance, eliminating the need to remove items, which are inappropriate for class. Newly pierced earrings must have rubber backs covering the pointed end of the post.

EARLY DISMISSAL – When students are to be dismissed early from school, a note should be sent to school giving the reason for the request. All appointments for doctors' and dentists' visits should be made after school, if possible.

EMERGENCY CARDS - Emergency cards must be filled out completely with information concerning the parents, phone numbers, place of employment and phone number, and who should be contacted in case the parents are not available. Emergency contacts must be within 45 minutes of school. The school should be notified immediately of any changes during the school year.

EMERGENCY DISMISSAL – In the event of an emergency students may be dismissed earlier

than normal. Students and parents should be prepared in advance if this happens. Please send prior notification to school, in writing, of any special arrangements that have been made for emergency dismissal. Otherwise your child will be sent home in the normal fashion.

EMERGENCY EVACUATION PROCEDURES – If an emergency arises which necessitates evacuation of the building, instructions and procedures have been established which focus on the safety of students and school personnel. *East Brookfield Highway Department is our designated evacuation location.* Specific information is in the Evacuation Plan Policy, part of the district policy book.

EXTRACURRICULAR ACTIVITIES - The Spencer-East Brookfield Regional School District offers a number of extracurricular activities. All extracurricular activities are nondiscriminatory. Students are provided equal opportunity and are encouraged to participate regardless of race, sex, color, religion, national origin, sexual orientation, disability, gender identity or homelessness. We believe the skills and friendships developed in these activities help build the foundation for future success.

FIRE DRILLS – Fire drills are required by law and are held periodically throughout the year so orderly evacuation of the building may be accomplished. Instructions are posted in each room and corridor. Acquaint yourself with these instructions. After the alarm sounds, walk quietly and quickly out of the building. Students are to remain together in class groups so teachers can account for all students. Upon conclusion of the fire or evacuation drill, students should not re enter the building until directed to do so by the principal or designee. Please follow guidelines as outlined in the school's crisis plan.

GIFTS TO SCHOOL PERSONNEL AND PARTIES FOR SCHOOL PERSONNEL – Gifts to school personnel are restricted by state ethics laws. Parties for school personnel are not allowed.

LOCKDOWN DRILLS – Lockdown drills are required by law and are held periodically throughout the year. The Lockdown drills are coordinated with the East Brookfield Police Department.

LOCKERS – Lockers are provided for students on the second floor. The use of these lockers is limited to the storage of items consistent with school functions and policy. Lockers are the property of the school. As school property, they are subject to periodic inspection. Lockers should be kept neat, free of marks, stickers, etc. Locks are not allowed.

LOST AND FOUND – The school maintains a lost and found area located in the main lobby. It is the student's responsibility to check there for books, clothing, and other articles. Lost jewelry and money will be held in the office. The school is not responsible for a student's lost items.

LUNCH FACILITIES – Students may receive a hot lunch each day through our school lunch program. If preferred, students may bring a bagged lunch from home. All lunches must be eaten in the cafeteria. Students who bring lunch from home may choose to get milk separately. No student will be excused from lunch without written permission from home.

PARENT CONFERENCES – During the school year, one ½ day and one evening Parent's Night will be scheduled for grades K – 6 during the school year. At this time, parents may meet with their child's teacher to discuss the student's progress. Parents will be notified in advance. Also, a parent may meet with a teacher at any time during the year by calling to set up the appointment.

PARTY INVITATIONS – We recognize that birthday parties are an important part of student lives. Many parents choose to celebrate outside of school and invite guests on their own. If, however, you wish to invite the entire class, you may send in to the teacher the required number of invitations in advance for classroom distribution. This request will ease hurt feelings and also provides a means of communication for parents.

PEANUT AND NUT SAFE POLICY - There may be students with peanut and nut allergies that can be life threatening from exposure to even small traces of peanut or nut oil in the school environment. We need to have procedures and safeguards in place to minimize such risk. Nut-free tables are designated in the cafeteria for students to use. Families will be notified of any need for a nut free classroom.

PETS – Children are asked not to bring pets to school. Parents are asked not to bring pets on the school property.

PUPIL ABSENTEEISM – Parents/caregivers are required to call the school when a child is to be absent. If a call is not received, the school nurse will call. If a student is absent from school, a child may not participate in any school function or activity held on that day.

RECESS – Recess time is provided each day for the students. A teacher or designee supervises playground recess, weather permitting. Pupils must remain in the designated playground area unless given permission to leave by the supervisor. No child should remain in the building without supervision.

RELEASE OF STUDENT INFORMATION – Under Department of Education regulations, the school may release for publication certain information concerning your child from time to time without first obtaining your consent unless you indicate that we should not do so. (Refer to the FERPA section, page 30). The information, which may be released for publication, may include the student's name, picture, class participation in officially recognized activities and sports, degrees, honors and awards.

Publications include our school newsletter, newspapers, school Internet web site, and cable television. If you do not wish this information concerning your child to be released for publication without your consent during the school year, please contact the building principal for a form to be signed to that effect.

NON-CUSTODIAL PARENTS – As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

- The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
- The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
- The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.
- It is important that parents provide the principal with any custody orders that clarifies access, legal and physical custody and identifies people who have educational decision making authority.

SCHOLARSHIPS, PRIZES, AND AWARDS - All scholarships, prizes and awards distributed to students are free of discrimination in accordance with the non-discrimination policy.

SCHOOL VISITS – In an effort to maintain a strong educational setting for your child during the school day, visitors must report to the office upon entering the building. Classes should not be disturbed by parental visits unless approved by the principal in advance.

TARDINESS – Regular attendance is essential for education and punctuality is of equal importance. Students are expected to be on time for school, and if tardy on a recurring basis, may result in disciplinary action.

TEXTBOOKS – Textbooks are loaned to students for the school year. The student is responsible for the care of their books and must pay for any that are lost or damaged.

USE OF SCHOOL FACILITIES – Local groups may use the school facilities for educational or recreational purposes in keeping with the policy established by the Spencer-East Brookfield Regional School Committee. Please contact the principal for further information. Building use forms are also available at the district website.

VALUABLES – Valuables such as MP3 players, iPods, or any other electronic device, trading cards/toys, or stuffed animals will not be brought into school without prior approval of the principal. The school is not responsible for lost/missing items. CELL PHONES are NOT permitted in school or on the school bus. Parents must contact the principal for extenuating circumstances.

VISITORS – In an effort to maintain a strong and safe educational environment for your child during the school day, visitors are asked to report to the office upon entering the building. Please note that the exterior doors are locked from the outside for the safety and security of your child at school. To enter the building, please enter the main entrance, press the buzzer and you will be buzzed in. Visitors who will be remaining in the building will be issued a "Visitor's Badge". This will indicate that the visitor is a welcomed guest of our school. Visitors should not interrupt classes.

VISITOR PARKING – Visitor parking is available in the parking lot in front of the building.

PART III: CODE OF CONDUCT

DISCIPLINE

East Brookfield Elementary School is in itself a community similar in many respects to the town of East Brookfield or any other town. All communities have rules which are necessary to ensure that they will function in a smooth manner.

There are many reasons why communities make rules and regulations. In East Brookfield Elementary School, rules have been developed for two (2) reasons – to ensure your safety and to ensure that order is maintained so that teachers may teach you and you may learn.

The development and enforcement of rules within the school setting prepares you for society in general where each individual is held responsible for his or her own acts.

The code of conduct is applicable to ALL students, in accordance with state and federal laws

GENERAL MISCONDUCT

- Unacceptable cafeteria behavior
- Boisterous or rowdy corridor behavior
- Classroom misconduct
- Throwing/shooting objects in or outside the school building
- Cheating
- Note writing, passing or possession of notes
- Playground misconduct
- Disrespect toward peers
- Selling/trading of anything without permission of principal
- Obscenity or profanity verbally or otherwise
- Failure to meet with a teacher/principal as requested
- Leaving a room without permission
- Possession of/creation of inappropriate/obscene material
- Chewing gum
- Public physical display of affection
- Abuse or misuse of school property or property of others
- Misconduct at ANY school related function/activity
- Lying
- Misconduct for a substitute teacher
- Possession of or use of gambling paraphernalia such as dice or playing cards
- Possession of or use of laser pens or pointing devices
- Use of computers or internet for non-school related activity (see internet acceptable use policy)
- Inappropriate behavior to/from school
- Bringing non-approved items on the school bus, to school, or to a school sponsored event. These include, but are not limited to the following:
    - music/movie players
    - communication devices (ex. Cell phone, pager)
    - game players
    - iPods
    - related media accessories, or similar devices.

TEACHER DISCIPLINE: In addition to reasonable classroom discipline, teachers may keep students in for recess or after school for misconduct according to General Misconduct Policy. Students may also be sent to the assistant principal or principal if deemed necessary. Students may be kept after school for a reasonable length of time (usually ½ hour) or in during recess. The parent or guardian will be notified in advance if the pupil is to stay after school.

MAJOR MISCONDUCT

- Leaving school property without permission
- Serious misconduct at any school sponsored function or activity
- Student abuse: physical or verbal
- Harassment of any kind
- Disrespect, insubordination, or defiance to school personnel
- Attacking another student and physically harming him/her
- Making a racial comment to another student
- Vandalism
- Forging signatures
- Stealing, and/or possession of stolen goods
- Possession, use, buying/selling of any tobacco/nicotine products, including vape pens and accessories
- Possession, use, buying/selling, or under the influence of any alcoholic substance
- Possession, use, buying/selling, or under the influence of drugs
- Possession, use, buying/selling of designer, look-alike imitation drugs
- Possession or use of inhalants, i.e. white-out etc.
- Possession, use, buying/selling of fireworks, explosive or incendiary devices
- Possession, use, buying/selling of weapons to include but not limited to guns, knives
- Possession or use of toy weapons or look-alike weapons. Any item may be deemed a weapon by the principal determined by the perceived or intended use of such item.
- Possession (in locker, desk, book bag, pocket, etc.) of any contraband, including stolen property
- Threatening or attacking school personnel physically or verbally
- Obscene/threatening phone calls to school personnel
- Profanity to school personnel
- Making obscene gestures to school personnel
- Hazing
- Truancy
- Destruction of school property
- Bullying
- Student to student harassment
- Fighting in school and/or on school property

** Degree of severity or repeated offenses as listed under General Misconduct

OFFICE DISCIPLINE:
The principal may apply reasonable discipline to offenses listed. Typical action may result in out of class time, exclusion from an activity/event, after school time (usually 30 minutes), or suspension. If the principal decides to suspend a student, that student may be excluded from all school activities at the discretion of the principal (movie night, field trips, etc.) until the next marking period.

THE FOLLOWING RULES WILL BE STRICTLY ADHERED TO BY ALL STUDENTS:

CAFETERIA RULES

- Line up single file.
- When dismissed by the teacher, walk quietly to the cafeteria, keeping in line.
- Go through the food line orderly and politely.

- Sit with one's own homeroom only.
- Once seated, stay seated.
- Show off your good manners in the cafeteria.
- Eat quietly.
- Do not pass food to each other. Absolutely no throwing of food is allowed.
- Tables and floors must be checked before a table is dismissed.
- Do not leave the cafeteria or return to the classroom after having completed lunch unless you are under the direct supervision of a teacher.
- Line up quietly as directed by the teacher.

- Students will leave the cafeteria in an orderly fashion and walk quietly to get coats. Do not loiter in the classrooms.
- Respect students with food allergies

CLASSROOM BEHAVIOR

1. DO NOT talk or fool when announcements are being made and opening exercises are being conducted. Announcements are provided as a service to you to keep you posted on school activities and community events.
2. DO NOT take items from the desks of others.
3. DO NOT throw items such as pencils, paper airplanes, spitballs, etc.
4. DO NOT forge parental signatures on school documents, permission slips, progress reports, report cards, etc. that are sent to your parents by teachers so that they may work together to help you.
5. DO listen courteously when others are talking and expect the same from them.
6. DO attend all classes as scheduled. Bring with you the tools necessary for constructive participation including pencils, textbooks, notebooks, and rulers.
7. DO homework and classwork faithfully. It is so much easier to keep up than to catch up.

PLAYGROUND RULES

- DO NOT leave the playground without permission; stay out of the wooded areas around the playground. Students are not allowed to walk the path around the school without the permission of the teacher on duty.
- DO NOT play games that are dangerous to yourself or to your friends.
  A good practice is to keep your hands off one another.
- DO NOT throw stones, snowballs, etc.
- DO remain out of the building at all times unless there is an emergency, or unless permission of a teacher is obtained.
- No students should be in the building unless they are under the supervision of a teacher.
- DO use walks and other blacktop areas where such areas are provided. Grassed areas in front of the building are for appearance and not for travel.
- DO use playground equipment properly. Remember! Safety first!
- DO place papers and trash in the receptacles located on the playground.
- DO form lines in an orderly manner as soon as the bell sounds marking the end of recess and lunch period.

SPENCER EAST BROOKFIELD SCHOOL DISTRICT DISCIPLINE POLICY

Strong discipline and control is a major factor in the efficient operation of any school. Good behavior arises from the combination of quality instruction, parental support and the willingness of the child to succeed behaviorally. A well-balanced education offers instruction not only in the

academic areas, but also training that develops concise modes of conduct.

Consequently, the teaching of quality discipline should be a major consideration for all teachers to insure each child's individual development. It is important that teachers establish and communicate their expectations and rules within their classrooms, consistent with school policy.

Pupils, themselves, play a major role in their own behavioral self development. Once children learn to respect themselves, they will respect their educational environment and those people that exist within that environment. It is the obligation of all pupils to respect the rules of the school society at all times and to understand that courtesy, efficiency, and responsibility is best self taught and exemplified by observation of and adherence to the rules of the school.

Major and Other Violations; In-School Suspensions; Short-Term Suspension; Emergency Removal; Long Term Suspension (not to exceed 90 school days) (M.G.L. Chapter 71, section 37H ¾)

Conduct and Behavior

In-School Suspension "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year.

Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal and reporting purposes.

The Principal/Designee may impose an in-school suspension for a disciplinary offense provided that the Principal/Designee follows the due process set forth within this paragraph and provided that the student has the opportunity to make academic progress.

The Principal/Designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal/Designee determines that the student committed the disciplinary offense, the Principal/Designee shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the Principal/Designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal/Designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal/Designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. The Principal/Designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal/Designee, if such a meeting has not already occurred. The Principal/Designee shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal/Designee and the parent.

Short-Term Suspension "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A Principal/Designee may, at his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

The Principal/Designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
The Principal/Designee shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
(a) the disciplinary offense;
(b) the basis for the charge;
(c) the potential consequences, including the potential length of the student's suspension;
(d) the opportunity for the student to have a hearing with the Principal/Designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
(e) the date, time, and location of the hearing; and
(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate.
The Principal/Designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal/Designee must be able to document reasonable efforts to include the parent. The Principal/Designee is presumed to have made reasonable efforts if the Principal/Designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/Designee and parent.
The purpose of the hearing with the Principal/Designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal/Designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal/Designee should consider in determining whether other remedies and consequences may be appropriate. The Principal/Designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Designee should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal/Designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
The Principal/Designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to

make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice. If the child is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Emergency Removal The Principal/Designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Principal/Designee's judgment, there is no alternative available to alleviate the danger or disruption. The Principal/Designee shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal/Designee shall:
(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and which meets and complies with the notice and due process requirements of short-term suspension.
(b) Provide written notice to the student and parent which meets and complies with the notice and due process requirements of short-term suspension;
(c) Provide the student an opportunity for a hearing with the Principal/Designee that complies with the notice requirements of short-term and long-term suspensions, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal/Designee, student, and parent.
(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets and complies with the notice and due process requirements of short-term and long-term suspension. The Principal/Designee may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Long-Term Suspension and Appeal Process under M.G.L. 37H 3/4 "Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, §37 H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under 37H ¾ shall extend beyond the end of the school year in which such suspension is imposed.

The purpose of the hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:
● In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal/Designee may rely in making a determination to suspend the student

or not;
● the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
● the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
● the right to cross-examine witnesses presented by the school district;
● the right to request that the hearing be recorded by the Principal/Designee, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal/Designee shall inform all participants before the hearing that an audio recording will be made and a copy will be provided to the student and parent upon request.
The Principal/Designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Designee should consider in determining consequences for the student.

Based on the evidence, the Principal/Designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal/Designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/Designee and the parent.
If the Principal/Designee decides to suspend the student, the written determination shall in accordance with 603 CMR 53.08(3)(d)(1-5) state the following:
1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Principal/Designee;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the Principal/Designee's decision to the superintendent or designee, but only if the Principal/Designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

Superintendent Appeal Hearing The process for appealing the decision by the principal or designee is initiated when the student or parent files a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that ii. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the Principal/Designee's determination on appeal.
If the appeal is not timely filed, the Superintendent may deny the appeal or may allow the appeal in his or her discretion, for good cause. The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she

has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.
If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.
The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal/Designee's hearing for long-term suspension.
The Superintendent shall issue a written decision within five (5) calendar days of the hearing as required by 603 CMR 53.08(3)(d)(1-4) stating the following: 1) the disciplinary offense, date, and participants present at the hearing; 2) key facts and conclusions; 3) length and effective date of suspension and return to school; and 4) notice of the student';s opportunity to receive educational services during removal.
If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal/Designee, but shall not impose a suspension greater than that imposed by the Principal/Designee's decision. The decision of the Superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

Major Violations – Long-Term Suspension or Expulsion (M.G.L. Chapter 71, Section 37H)
The following violations may result in a hearing before the Principal to determine whether or not the student should be suspended or expelled:

I. Assaulting and/or battering school personnel Any student, who assaults a Principal, Assistant Principal, Teacher, Teacher's Aide or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to suspension or expulsion from the school or school district by the Principal. (This rule also pertains to school buses.) *Threatening violent acts on school personnel can/could be classified as an assault.
II. Possession or use of a dangerous weapon or a reasonable facsimile of dangerous weapon, including, but not limited to a gun or knife Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a reasonable facsimile including, but not limited to, a gun or knife, may be subject to suspension or expulsion from the school or school district by the Principal.
III. The sale of and/or possession and/or transfer of controlled substance. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in chapter ninety-four C, including, but not limited to marijuana, cocaine, and heroin, may be subject to suspension or expulsion from the school or school district by the Principal.

Conduct and Behavior Hearing Leading to Suspensions or Expulsions (Due Process) Any student who is charged with a violation of any of the above mentioned items shall be notified in writing of an opportunity for a hearing; provided however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the Principal to violate any of the above-mentioned items.

Appeal Process for a Suspension or Expulsion under M.G.L. 37H Any student who has been suspended or expelled from a school district pursuant to 37H shall have the right to appeal to the Superintendent. The suspended or expelled student shall have ten days from the date of the suspension or expulsion in which to notify the superintendent of his or her appeal. The student has the right to counsel at a hearing before the superintendent if the student so chooses. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
Student Charged with or Convicted of a Felony and Appeal Process under M.G.L. 37H1/2 (M.G.L. Chapter 71, Section 37H1/2) Upon the issuance and/or conviction of a criminal felony charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal may expel or choose to suspend such student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect.
The student or the student's parent/guardian shall have the right to appeal the suspension or expulsion to the superintendent and may bring counsel if the student so chooses. The student or student's parent/guardian shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension.

The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days for the student's request for an appeal. School Committee Exclusions (subject to and must be read consistent with M.G.L. Chapter 71, section 37H ¾) (M.G.L. Chapter 76, Sections 16 &17).
The Principal or the School Committee may legitimately discipline students for misconduct even if the misconduct is not specifically described in these disciplinary rules. Such action will be in accordance with due process requirements and shall not be exercised arbitrarily or capriciously. This may also be applied to activities that are also off school grounds and that the offender knew his or her conduct was seriously wrong and contrary to school policy. (Note: Nicholas B. v. School Committee of Worcester)
Conduct and Behavior Disciplinary action can also be taken for on or off campus behavior, including but not limited to cell phone postings and/or photos, texting, and Internet postings and/or photos that are reasonably foreseeable to come to the attention of school administrators and create a risk of material and substantial disruption to the work and discipline of the school.

Suspensions A student on suspension is not allowed on the school premises nor allowed to participate in or be a spectator or attendant at school functions, ceremonies, and extracurricular activities. Students who are suspended will be provided the opportunity to

receive educational services and make academic progress consistent with the school wide education service plan. It is the student's responsibility to complete the work in the time period indicated by the service plan.

Transmittal of Expulsion Records When a student is expelled or suspended under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Procedures Pertaining to Discipline of Students with Special Needs The underlying principle of this section is that students with special needs must not be denied access to their education programs and services due to suspension for behavior that is directly related to their special needs or disability, or the result of an inappropriate special education program.

A student is considered a student with Special Needs if one of the following applies:

- The student is presently receiving services through an Individualized Education Plan;
- The district is presently conducting an initial evaluation;
- The student is presently eligible for accommodations under a Section 504 Plan;
- The student's parent(s) raised concern that the student was disabled and/or special needs in writing, and/or requested an evaluation; or if
- The school district staff had expressed concern that the student may have had a disability and needed services, prior to the disciplinary action. If prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, either from the staff or the parent(s), then the district must make all protections available to the student until and unless the student is subsequently determined not to be eligible.

In situations where eligibility has not yet been determined, the district shall immediately make a referral for a special education evaluation. Suspension of such special needs students is defined as any action resulting in the removal of such students from their educational program, including expulsion from prescribed transportation and time in an in-house suspension program. An Individualized Education Plan may designate whether or not a student is able to comply with the school's discipline code.

PART IV: ACADEMIC INFORMATION AND POLICIES

HOMEWORK

Students are encouraged to continue their school learning at home. Teachers may decide to assign homework for extended learning, or for needed practice or enrichment. Encouraging your child to take pride in passing in neat and accurately completed assignments will be valuable assistance to the education of your child.

Homework at this level should be regular and fairly consistent in the amount of time spent each night. Homework can be individualized to meet the specific needs of the student. The following guidelines will give an approximate amount of time needed to complete assignments nightly:

Kindergarten	15 minutes
Grades 1-3	30 minutes
Grade 4	45 minutes
Grade 5	60 minutes
Grade 6	75 minutes

In addition to the aforementioned daily homework, reading time and math fact practice time each night is expected as follows:

K-2	5-10 minutes
Grades 3-4	15 minutes
Grades 5-6	20 minutes

Homework is due the next class period following the assignment, unless otherwise noted by the teacher. Homework that is not passed in during the class period may be graded a zero. Students have a responsibility to do the assignment which was given and should pass it in the following day. It is clearly understood that unique and very rare occasions arise which would prevent the child from doing the assignment. Under those circumstances the child will be given another day in which to complete the assignment.

Parents will be notified if students continually fail to pass in assignments when due.
Special assignments are expected to be passed in on time.

MAKE UP WORK AND ASSIGNMENT REQUESTS:

1. SHORT TERM ILLNESS/ABSENCE:
    a. Students who have been absent will be responsible for make-up work. Students will be given one week from their return to complete the required work.
2. LONG TERM ILLNESS:
    a. See HOME INSTRUCTION.

PARENTS/GUARDIANS PLANNING TO TAKE THEIR CHILDREN OUT OF SCHOOL FOR THE PURPOSE OF TRAVEL OR SIMILAR REASON SHALL OBSERVE THE FOLLOWING PROCEDURES

1. Except for emergencies, the parent shall supply the school with written notification one week prior to their departure, listing specific dates the child will be absent from school.
2. It is very difficult for a teacher to project ahead for academic assignments, which usually have to be teacher-directed, and, as a result, homework is not assigned. However, at a teacher's discretion, special arrangements may be agreed upon such as keeping a log, reading, etc.
3. Upon returning to school, students will be provided with the necessary makeup material from the instructional staff. It is the responsibility of the parent to ensure that all makeup assignments are completed within two weeks of return if credit for the school work is to be given.

RETENTION OF STUDENTS POLICY

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

CURRICULUM ACADEMICS

ART/STEAM:

Art/STEAM is provided weekly for all students and is a required subject. Art/STEAM is a very important basic educational area that provides experiences in using materials, techniques, and concepts that are presented sequentially.

LIBRARY:

The school library is an essential part of the overall school program. It supplies materials to support and augment the courses of study and to encourage recreational reading. Therefore, it is crucial that pupils return materials promptly on the due date so others may benefit from its use. Students who lose or damage books will be responsible for the cost of replacement.

MUSIC:

Music is provided once a week for all students and is a required subject. Music is designed to create appreciation of the basic concepts of music.

PHYSICAL EDUCATION:

Physical Education is required on a weekly basis unless a student is excused by written request of a physician. Students are not required to have a gym uniform; however, sneakers must be worn for the gym period. Dresses or skirts should not be worn on gym day. Students must not wear jewelry, unless the principal has granted a medical alert jewelry and religious jewelry exception, while participating in gym classes. Classes are scheduled outside in good weather and inside during colder and inclement weather.

AGENDA:

Classroom dependent, each child in grades 4, 5, & 6 may be issued an agenda at the beginning of the school year. It is his/her responsibility to write assignments for each class in the book and have the classroom teacher initial it. The students also have the responsibility to have a parent initial the book each evening after the assignments are done. Lost agendas may be purchased at school.

REPORTING PUPIL PROGRESS:

Standards Based Report Cards are issued three (3) times each year for grades K-6.

TITLE I AND COMPLIANCE WITH THE FEDERAL " NO CHILD LEFT BEHIND ACT OF 2001"

The Federal *NO CHILD LEFT BEHIND ACT* of 2001 requires school districts that receive federal Title 1 funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Spencer-East Brookfield Regional School District will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Spencer-East Brookfield Regional School District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the school principal.

PART V: SCHOOL ACTIVITIES

FIELD TRIPS:

Educational field trips are a supplemental activity in the schools and are not part of the required curriculum. As a result, all students are not required to attend the field trips, but attendance at school is still mandatory on those days. The principal has the final decision on who may attend the trips. Any student may be excluded from the trip by the principal (refer to our discipline policy on pages 9 & 10). Parents will receive notices of field trips well in advance of the scheduled trip date and will be required to sign permission forms.

All parents, guardians, family members, and other volunteers who may serve as field trip chaperones must have a current, approved Criminal Offender Record Information (CORI) check on file with the Spencer-East Brookfield Regional School District prior to participating in any school-sponsored field trip.

Students should be appropriately dressed, since they are representing the school and the community. They are expected to look their best.

MUSICAL PERFORMANCES:

Winter and spring productions will be performed by the students of East Brookfield Elementary School.

People Interested in Education (P.I.E.)

PIE is an active group of parents whose primary purposes are: fundraising, sponsoring events, and providing the school with volunteers. They are responsible for all of their own fundraising and coordinating the different events for the children. PIE is open to all parents and legal guardians of the children currently attending East Brookfield Elementary School.

SCHOOL COUNCIL:

In July of 1993, the Massachusetts Education Reform Act became law. The most immediate feature of the bill was the creation of school councils which act in an advisory capacity to the principal in helping formulate a school improvement plan. Parent membership on the council is determined by an election held at a school/parent support group meeting. Notification of such meetings is included in the monthly newsletter.

FIELD DAY:

Students will participate in various games and physical activities on Field Day(s) to develop teamwork and school spirit.

PART VI: DISTRICT BUS RULES

The Spencer-East Brookfield Regional School District partners with AA Transportation to provide bus transportation to eligible students. To ensure a safe ride to and from school, the District has established bus expectations for all students while riding the bus.

Each student will ride their assigned bus morning and afternoon and be picked up and dropped off at the appropriate bus stop.

Only students registered for bus transportation will be allowed to ride the bus. If you need bus transportation for your student, please call the school.

SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT BUS RULES FOR STUDENTS

WAITING FOR THE BUS

Students should arrive at their assigned bus stop at least five minutes before the school bus is expected to arrive.

STUDENTS WAIT FOR BUSES, BUSES DO NOT WAIT FOR STUDENTS!

Parents/Guardians are responsible for children at bus stops. Safety is our number one priority. Students should never run after the bus to try to catch it if they miss their ride.

As the school bus is approaching, the students should remain at a safe distance from the bus. Once the door is opened, students may begin to load the bus. Students should never walk toward a moving bus.

LOADING AND LEAVING THE BUS

If you must cross the street to board or exit the bus, you should always cross IN FRONT of the school bus only after making eye contact with the driver. You should walk at least ten feet in front of the bus so the driver can see you at all times. IF YOU DROP SOMETHING NEAR OR UNDER THE SCHOOL BUS, NEVER ATTEMPT TO PICK IT UP WITHOUT THE DRIVER'S PERMISSION.

PLEASE NOTE: Wire Village Elementary School and East Brookfield Elementary School kindergarten students must be met by a parent/guardian in the afternoon, or they will not be allowed off the bus. Any exceptions must be in writing and approved by the Elementary School Administration. If an Elementary School student's parent/guardian is not at the assigned bus stop, the child will be returned to the school once the bus route is complete. It is the responsibility of the parent/guardian to pick their child up at the school.

Important to Remember:

- ❖ Be aware of the three danger zones – the front, sides, and back of the bus. Always stay at least 10 feet from these three danger zones;
- ❖ Once all students are seated and orderly, the bus will begin its route;
- ❖ All students are expected to listen carefully and follow the directions from the driver;
- ❖ Once the school bus comes to a complete stop, students may stand to get off the bus;

BUS SAFETY EXPECTATIONS

The main responsibility of the bus driver is the safe operation of the school bus. Safety is the #1 concern. A driver must be able to keep their eyes on the road. Student behavior should be in accordance with the expectations of the school handbook.

BUS TRANSPORTATION – WARNING SYSTEM

The District has established a progressive discipline plan to address situations where students do not meet bus

expectations:

- First Occurrence – Any student not meeting expectations on the bus will receive a BUS CONDUCT REPORT. The driver will complete the Bus Conduct Report. A copy will be given to the student and the School Main Office. A Building Administrator will follow up with the student, parent/guardian, and reconnect with the bus company to provide feedback.
- Second Occurrence – If there is a second occurrence, the student will receive a SECOND BUS CONDUCT REPORT. This may result in school-based consequences, including possible suspension from the bus. If a bus suspension is warranted, the parents/guardians will be notified by the building administration.

- Third Occurrence – If there is a third occurrence, the student will receive a THIRD BUS CONDUCT REPORT. A third occurrence may result in additional school-based consequences, including suspension from the bus. If a bus suspension is warranted, the parents/guardians will be notified by the building administration.
- Additional Occurrences – Any additional occurrences may result in additional school-based consequences, including suspension from the bus, and a parent/administrator conference to develop a safety plan. If a bus suspension is warranted, the parents/guardians will be notified by the building administration.

BUS PASSES

Students requesting any change to their assigned bus must bring a note from home to the school office. The school will then issue a “bus pass” to be given to the bus driver with instructions for that student for the day. ALL BUS PASSES will be approved, signed, and issued by school personnel.

FINAL REMINDER

It is in the best interest of everyone (driver, student, parent, and school) that each student meets the bus expectations. PLEASE remember SAFETY is our #1 concern, and we look forward to working together. We would appreciate your support by periodically reviewing these expectations. Any questions, concerns, or problems should be forwarded to the school administration as soon as possible.

PART VII: HEALTH SERVICES

School Health Policies have been developed to protect the health and promote the safety of the children while at school. The following information will serve as a guide to the health services program:

If a child becomes ill at school, the School Nurse will initiate dismissal from school if the condition warrants. A child may leave school only after telephone notification of parents or a person designated on the emergency card.

Chronic illnesses, communicable diseases, and severe allergic reactions, MUST be reported to the School Nurse immediately.

Accidents incurred on the way to school or on school premises will be treated by the School Nurse on a First Aid basis.

Please feel free to call the School Nurse at the East Brookfield Elementary School at any time, between the hours of 8:10 A.M. to 3:00 P.M. Telephone numbers are (508) 885-8536 or (508) 885-8537.

MEDICATION POLICY

The Spencer-East Brookfield Regional School District follows the Massachusetts Department of Public Health regulations 105 CMR 210.000: Administration of Prescription Medications in Public and Private Schools.

Whenever possible, medications should be administered at home. When a medication must be administered during the school day, the following are required:

- A written medication order from a licensed prescriber.
- Written parent/guardian authorization.
- The medication must be provided in the original pharmacy-labeled container or original

manufacturer's container for over-the-counter medications.

Medications must be brought to school by a parent/guardian or responsible adult and delivered directly to the school nurse. All medications will be stored securely in the Health Office and administered by the school nurse or, when allowed by Massachusetts regulations, by trained personnel under the supervision of the school nurse.

The school nurse has the final authority regarding the acceptance, storage, administration, delegation, and self-carry of medications in accordance with Massachusetts law, nursing standards, and district policy. Medication orders that are incomplete or do not meet state requirements will not

be administered until all requirements are satisfied.

Emergency medications, including but not limited to epinephrine auto-injectors (EpiPens), inhalers, and medications for diabetes or other life-threatening conditions, require appropriate medical orders and parent/guardian authorization. Students may carry and self-administer emergency medications only when authorized by the school nurse after determining that the student can safely manage the medication.

Short-term medications may be administered at the discretion of the school nurse when proper documentation has been received. All medications must remain in the original labeled container.

For field trips and school-sponsored activities, medication administration will be addressed according to Massachusetts regulations and district procedures. Additional written parent/guardian authorization may be required.

All medication administration records will be maintained by the school nurse. Any medication remaining at the end of the school year must be picked up by a parent/guardian or will be disposed of according to Massachusetts Department of Public Health regulations.

HEALTH SERVICES FOR STUDENTS

The Spencer-East Brookfield Regional School District provides health services in accordance with Massachusetts Department of Public Health regulations.

Immunizations: Massachusetts law requires students to provide documentation of required immunizations or approved exemptions prior to school attendance.

Physical Examinations: Physical examinations are required for students entering kindergarten and grades 4, 7, and 10.

Screenings: School health screenings are conducted as required by Massachusetts regulations, including:

- Vision screening: Grades K–5, 7, and 10
- Hearing screening: Grades K–3, 7, and 10
- Postural screening: Grades 5–9

Lead Screening: Documentation of lead screening is required for students entering kindergarten in accordance with Massachusetts regulations.

Illness and Exclusion: Students who become ill during the school day will be assessed by the school nurse. If a student needs to be dismissed, parents/guardians are responsible for providing transportation home. Emergency contact information must be kept current with the school.

Health Concerns: Parents/guardians should notify the school nurse of any medical condition, allergy, medication, or health concernS that may affect the student's safety or ability to participate in school activities.

HOME AND HOSPITAL EDUCATIONAL SERVICES

The Massachusetts regulation requiring educational services in the home or hospital is 603 CMR 28.03(3)(c). It reads as follows: Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator for Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

The intent of this regulation on home or hospital instruction is to provide a student receiving a publicly funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. While it is impossible to replicate the total school experience through the provision of home/hospital instruction, a school district must provide, at a minimum, the instruction necessary to enable the student to keep up in his/her courses of study and minimize the educational loss that might occur during the period the student is confined at home or in a hospital.

Although the regulation on home/hospital instruction is included in the Special Education Regulations (603 CMR 28.0o), home/hospital instruction is not considered "special education" unless the student has been found eligible for special education. In other words, home/hospital instruction typically is considered a regular education service, since it is in the interest of both the individual student and the school to make it possible for the student to keep up with schoolwork while s/he is unable to attend school for medical reasons.

Who is Entitled to Educational Services in the Home or Hospital

Public school students A public school student who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is

entitled to receive home/hospital educational services as described under 603 CMR 28.03(3)(c). In this context "public school student" means a student who is enrolled in a public school district or a charter school, or a student who is being educated with public funds in an educational collaborative or an approved private day or residential special education school. The requirement for a school district to provide home/hospital instruction to a public school student who is being educated at public expense is not dependent upon the student's eligibility for special education.

Private school students A student who is enrolled in a private school at private expense ("private school student) is entitled to receive publicly-funded home/hospital instruction as a special education service if s/he has been found to be a student with a disability who requires special education. Mass. General Laws Chapter 71B, § defines "school age child with a disability" as follows:

- A school age child in a public or non-public school setting who, because of a disability consisting of a developmental delay or any intellectual, sensory, neurological, emotional, communication, physical, specific learning or health impairment or combination thereof, is unable to progress effectively in regular education and requires special education services, including a school age child who requires only a related service or related services if said service or services are required to ensure access of the child with a disability to the general education curriculum. G.L. Chapter 71B, § 1 (emphasis added).

Students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services if they are requested and the medical need is documented by the physician (Physician Statement for Temporary Home/Hospital Education)

https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/1654/Sebrsd/3703eda7-4fb2-4896-bc74-912536e58404/physicians_statement_for_temporary_home_or_hos.pdf?disposition=inline

Home and hospital educational services under 603 CMR 28.03(3)(c) must begin without undue delay after the school district receives written notice from the student's physician that such services are necessary. Please note that there is no required 14-day waiting period before home or hospital instruction can commence if it is likely that the student will be absent from the school-based program for 14 school days or more in the school year.

HEALTH EDUCATION PROGRAM

Our school district's comprehensive health education program has been developed by our professional staff in conjunction with the Massachusetts Health framework. The overall goal of the program is to maintain efforts which begin in the primary grades to promote the health and well-being of our students, and to help our students make wise and informed decisions during their teenage years and beyond.

Sex education is part of any health curriculum, and will include topics such as puberty, dating, relationships and communication skills, pregnancy, prevention of sexual abuse, prevention of HIV/AIDS, and other sexually transmitted diseases. If you would like to review our curriculum and materials at the school, you are welcome to do so. Please call the school to arrange a convenient time.

During the presentation of curriculum materials, students will be able to ask questions, which will be answered factually, and in an age-appropriate manner. Each student's privacy will be respected, and no one will be asked to reveal personal information. Material will be presented in a balanced, factual way that makes clear that people have strong religious and moral beliefs about issues and these beliefs will be respected.

Under Massachusetts law and School Committee policy, parents or guardians may exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, you are asked to send a letter to your child's school requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about this, please feel free to contact the school.

PART VIII: STATE AND FEDERAL REGULATIONS CONCERNING STUDENTS AND EDUCATION

Spencer-East Brookfield Public Schools Notification of Rights Under FERPA (Family Educational Rights and Privacy Act) and Massachusetts Student Records Regulations Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) and Massachusetts Student Records Regulations afford parents and students over 14 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records. Access is generally provided within 10 days of the request. State law sets forth specific procedures prior to the release of records to a non-custodial parent (M.G.L. c. 71, §34H). Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Upon request, copies of any information contained in the student record will be furnished to the parent or eligible student, subject to a reasonable copying fee.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA or state law. Parents or eligible students who wish to ask the School to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be amended. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with these legal requirements. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant St., Malden, MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202- 5901.

FERPA Directory Information Notice

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Spencer-East Brookfield Regional School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SEBRSD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Examples include: A playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports programs/sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want SEBRSD to disclose directory information from your child's education records without your prior written consent, you must notify your school principal in writing. The following information has been designated as directory information: Student's name, participation in officially recognized activities and sports, address, telephone listing, weight and

height of members of athletic teams, electronic mail address, photograph and video image, degrees, honors, and awards received, date and place of birth, major field of study, dates of attendance, grade level, and post-high school plans.

Spencer-East Brookfield Regional School District

GRIEVANCE POLICY AND PROCEDURE REGARDING TITLE VI, TITLE IX SECTION 504

These laws are as follows:

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Age Discrimination Act of 1975 (prohibiting age discrimination)
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive Federal financial assistance)

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

Local Grievance Procedure:

The Spencer-East Brookfield Regional School District is committed to maintaining school environments free of sexual harassment.

Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

The District does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the Spencer-East Brookfield Regiona Public Schools.

The Title IX Sexual Harassment Grievance Procedure has been developed in accordance with the Title IX regulations, 34 CFR Part 106, effective August 14, 2020, which established a new definition of sexual harassment under Title IX and which mandate specific procedures for responding to and investigating allegations of sexual harassment under Title IX.

The Title IX Sexual Harassment Grievance Procedure applies only to allegations of sexual harassment under Title IX and is defined in the Definitions section below.

The Title IX Sexual Harassment Grievance Procedure applies to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District

program or activity is conducted on or off school grounds. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Allegations of conduct that meet the definition of sexual harassment under Title IX will be addressed through the Title IX Sexual Harassment Grievance Procedure. Allegations of conduct that meet the definition of sexual harassment under Title IX and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Harassment Grievance Procedure.

CONFIDENTIALITY

The District will keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Educational Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure.

DEFINITIONS

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. Parents and/or legal guardians of a complainant are not considered a complainant but may file a Formal Complaint on behalf of a minor child and act on behalf of the minor child in any Title IX matter. For the purpose of this Procedure the terms “complainant” and “alleged victim” shall have the same meaning.

Formal Complaint: A document or electronic submission filed by a complainant, that contains the complainant’s physical or digital signature or otherwise indicates that the complainant is the person filing the Formal Complaint, or a document signed by the Title IX coordinator, that:

1. alleges sexual harassment against a respondent; and
2. requests that the District investigate the allegation of sexual harassment

At the time of filing a Formal Complaint, the complainant must be participating in or attempting to participate in the District’s education program or activity with which the Formal Complaint is being filed.

Sexual Harassment: Under Title IX, the term “sexual harassment” includes three (3) types of misconduct based on sex:

1. any instance of quid pro quo harassment by a school employee;
2. unwelcome conduct on the basis of sex that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
3. any instance of sexual assault, dating violence, domestic violence, or stalking as defined below.

Sexual Assault: An offense that meets the definition of rape, criminal sexual contact, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system and set out below:

Rape: penetration, no matter how slight, with any body part or object, or oral penetration by a sex organ of another person, or by a sex-related object. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.

Criminal Sexual Contact: the intentional touching of the clothed or unclothed body parts without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation.

*In Massachusetts, pursuant to M.G.L. c. 265, § 13B, a child under the age of 14 is incapable of giving consent to indecent touching.

Incest: nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape: nonforcible sexual intercourse with a person who is under the statutory age of consent.

*In Massachusetts, pursuant to M.G.L. c. 265, § 23, the statutory age of consent is 16 years of age.

For the purposes of the definition of sexual assault, the term “consent” shall be defined in a manner consistent with Massachusetts laws.

Stalking: Engaging in a “course of conduct” directed at a specific person that would cause a “reasonable person” to fear for the person’s safety or the safety of others or suffer “substantial emotional distress.”

For the purposes of this definition: “Course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property. “Reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim. “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

Party or Parties: The complainant and/or respondent.

Principal: The Principal or Principal’s designee.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Superintendent: The Superintendent or Superintendent’s designee.

Supportive Measures: Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive Measures may be offered before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. harassment. Supportive measures available to complainants and respondents include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar

measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual harassment has occurred.

Title IX Coordinator: Employee(s) designated by the District to coordinate its efforts to comply with Title IX.

REPORTING SEXUAL HARASSMENT

See Appendix

SPECIAL EDUCATION SERVICES

The Team Process for Determination of Special Education

The first step is the written request for an initial evaluation for special education. This may come from a parent or a school staff member. The school will send a consent form to the parents to initiate evaluations.

Convening the Team Within 45 school working days after receiving a parent's written consent

for an initial evaluation or reevaluation, the district will:

● Provide the evaluation.

● Convene a Team meeting to review the evaluation data, determine whether the student requires special education, and, if needed, develop an IEP in accordance with state and federal laws.

● Provide the parents with a copy of the proposed IEP and proposed placement.

● If the Team determines that the student is not eligible for special education, the school district will send a written explanation of the finding.

Evaluation assessments must be completed within 30 school working days after receipt of parental consent for evaluation. Summaries of these assessments will be made available to parents at least two days prior to the Team meeting.

Eligibility Determination The Team will examine the evaluative data, including information from the parent, and make one of the following determinations:

1. The student is Eligible

○ If the student has one or more disabilities defined in 603 CMR 28.02(7) and, as a result, cannot progress effectively in the general education program without specially designed instruction, or cannot access the general curriculum without related services, the Team will determine the student is eligible.

○ The Team will establish whether the student has a disability as defined in 603 CMR 28.02(7), determine the type(s) of disability, and ensure that the student's inability to progress is due to the disability and not other factors such as school discipline code, limited English proficiency, or lack of instruction.

○ Once eligibility is determined, the type of disability will not be used to label or stigmatize the student. It will not define the student's needs or limit the services, programs, or inclusion opportunities provided.

○ If the student is determined eligible, the Team will develop an individualized education program (IEP).

2. The student is Not Eligible If the student is not eligible, the Team chairperson will record the reason for the finding, list the meeting participants, and provide written notice to the parent of their rights in accordance with federal requirements within ten days of the Team meeting.

3. Evaluation Information is Inconclusive If the Team finds the evaluation information insufficient to develop an IEP, the Team, with parental consent, may agree to an extended evaluation period. The extended evaluation period will not be used to deny necessary programs or services.

If the Team identifies some necessary objectives and services before the extended evaluation, a partial IEP will be written and, if accepted by the parent, immediately implemented by the district while the extended evaluation continues. If the parent consents to an extended evaluation, the Team will document its findings, determine the necessary evaluation time period, and the types of information needed to develop an IEP, if appropriate. The Team may decide to meet at intervals during the extended evaluation but must reconvene promptly to develop or complete an IEP when the evaluation is complete.

The extended evaluation may last longer than one week but will not exceed eight school weeks. The extended evaluation will not be considered a placement.

Placement Determination After the IEP is fully developed at the Team meeting, the Team will determine the appropriate placement for delivering the services outlined in the IEP. Unless otherwise specified by the IEP, the student will be educated in the school they would attend if not requiring special education. Placement identification by the Team will follow the options outlined in 603 CMR 28.06. The lack of an identified placement should not delay the proposal of the IEP the parent following the Team meeting.

Transportation Determination The Team will determine if a student requires transportation due to their disability to benefit from special education.

1. *Regular Transportation:* If the student does not require transportation as a result of their disability, transportation will be provided in the same manner as for students without disabilities. The IEP will note that the student receives regular transportation.

• If regular transportation is included in the student's IEP and the student is placed by the school district in a program at a school other than their assigned school, the student is entitled to transportation services to that program.

• If regular transportation is noted in the IEP and the student is enrolled by their parents in a private school and receiving services under 603 CMR 28.03(1)(e), transportation services are not provided unless the school district provides transportation for students without disabilities to that private school.

2. *Special Transportation:* If the Team determines that the student's disability necessitates special transportation or specialized transportation arrangements to benefit from special education, the IEP will specify that special transportation is required. In this case, transportation is considered a related service.

• The Team will determine necessary modifications, special equipment, assistance, qualified attendants, and any particular precautions needed and document these in the IEP. If specialized arrangements can be made on regular transportation vehicles, the school district will implement them.

• The district must arrange for students who use wheelchairs to be transported in vehicles that do not require them to transfer from their wheelchairs, unless a Team or physician recommends regular transfers for therapeutic or independence training reasons.

• The Team will specify if the student requires assistance at home, on or off the vehicle, and at school. The district must ensure this assistance is provided.

• The Team will identify any particular needs or issues that may affect transportation, such as seizures, motion sickness, behavioral concerns, or communication disabilities.

• If special transportation is included in the IEP, the student is entitled to transportation services to any public-school program in which they participate.

• If special transportation is noted in the IEP and the student is enrolled in a private school by their parents and receiving services under 603 CMR 28.03(1)(e), the district's obligation is limited to transportation services within its geographic boundaries.

Transportation Considerations: Transportation considerations must not influence, modify, or determine the educational program required for any student needing special education.

Parent Disagreement and Independent Evaluation If a parent disagrees with the evaluation results and seeks an independent educational evaluation, the Team may, with the parent's agreement, delay the development of some or all of the IEP until the independent evaluation is completed.

DISCIPLINE OF SPECIAL NEEDS STUDENTS

All students are expected to meet the requirements for behavior set forth in the student handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP TEAM of the relationship between the student's disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability the student's TEAM will conduct a Functional Behavior Assessment and develop a Behavior Support Plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a Behavior Support Plan is already in place, the TEAM will review the plan and revise it accordingly. The student will also be returned to their educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student's disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed. The special education student must continue to receive his special education services in order to participate in the general education curriculum although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a Functional Behavioral Assessment and Behavior Support Plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:

● Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency

● Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or

● Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty- five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at http://www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at http://www.doe.mass.echi/bsea/or can be requested from the Director of Special Education at (508) 261-7507.

Discipline of Students Not Yet Eligible for Special Education

A student who has not been determined to be eligible for special education and related services and who

has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

● The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or

● The parent requested an evaluation of the student; or

● District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility.

If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible the district must provide special education and related services in accordance with the IDEA.

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

Special Education services are provided in the following areas:

1. Behavior and Emotional Needs – Classes for students with adjustment problems and students with reintegration into the regular classroom;
2. Specific Learning Needs – Learning Disability Programs assist students needing help in learning skills through tutorial services, individualized learning help and resource rooms;
3. Generic Needs – Programs and classes for special needs children with limited intellectual ability allow students to progress at their own rate. Students focus on basic educational skills and needs while taking part in regular activities for their grade, whenever possible;
4. Vision Needs – Itinerant teachers provide the partially sighted or blind child with special aids and instruction that the child needs to adapt to the visual limitations and increase participation in regular classrooms;
5. Auditory Needs – Teachers help students with a hearing loss to acquire needed communication and language skills so that they can function in the regular classroom whenever possible;
6. Speech & Language Needs – Speech services are available to those with various impediments and difficulties in speech. Itinerant teachers plan individual programs using a multi-sensory approach;
7. Mobility & Orientation Needs – Physical and Occupational therapy programs are for those physically handicapped who need services in specific functional areas such as the development

and use of limbs and muscles for schoolwork now and actual work in the future;
8. Inclusion Services – Services for those children in the school who need extra help in various subjects in the classroom/least restrictive environment during the school day;
9. Preschool Programs for the Multiple Impaired – Prepare the child for the school experience by emphasizing readiness skills in specific areas of learning and physical needs;
10. Alternative Programs – Redefine the school experience, combining academic work with prevocational training for students with different educational needs;
11. Adjustment counseling – Students experiencing behavioral, social, or other adjustment problems may receive counseling from a certified adjustment counselor.

CODE OF CONDUCT

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

- Abusive behavior, violence, force, coercion, bullying, threats, intimidation, insubordination, instigation of a fight, or other similar conduct that endangers another person's safety or violates their civil rights;
- Breach of security, or any behavior that compromises the safety of the School, including: tampering with the physical plant (i.e. locks, alarms, windows, keys), entering vehicles, and/or unauthorized use of telephones, computers, and equipment;
- The willful causing or attempting to cause damage to private or school property;
- False communications about the presence of fire or explosive devices in the building; False communication in any form this includes withholding information which may jeopardize the safety of students or the school;
- Fire setting, any intentional behavior that may cause a fire includes tampering with electrical outlets and appliances;
- Contraband a student has in his/her possession or has brought into school, an item that is a disruption to the learning environment or potentially dangerous (i.e. lighters, matches, laser pointers, hair straighteners, blow dryers, etc.);
- Possession, use, dispensing, or selling of tobacco products, alcoholic beverages, or over the counter medications, inhalants, drug paraphernalia, illegal substances, prescription medication, or any controlled substances;
- Stealing or attempting to steal private or school property;
- Threatening or intimidating any person for the purpose of obtaining money or property from another person;
- Knowingly possessing or handling any object that is ordinarily or generally considered to be a weapon;
- Truancy or failure to attend classes, required activities, or teacher/office detentions; Tardiness to school, assigned classes, or required activities;
- Using language or gestures, which by school standards is considered inappropriate, vulgar, obscene, demeaning, or intimidating. This includes possession of any sexually explicit or graphically violent materials;
- Inappropriate display of affection including indecent exposure, sexual activity;
- Incorrectly identifying oneself to a staff member, including a substitute teacher; Possession, use, or distribution of any type of fireworks;
- Repeated violation of any valid rules of conduct and classroom behavior (i.e. disruption; repeatedly unprepared for class);

- Trespassing by being present in an unauthorized place in the school; refusing to leave school property when told to do so by an official; or leaving school property onto private property without landowner's permission;
- Engaging in any activity forbidden by the laws of Massachusetts or the United States (i.e. sexual harassment, gambling, identity theft, etc);

HAZING AND HARASSMENT

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

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

Massachusetts Hazing Law
Commonwealth of Massachusetts
General Laws 269:17, 18, 19

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

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

269:18 FAILURE TO REPORT HAZING.

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

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

Section 19. Each institution of secondary education and each public and private institution of 37 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.

General Information

Access to a full range of education programs

All students in the Spencer East Brookfield Regional School district, regardless of race, color, sex, national origin, sexual orientation, disability, gender identity or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C.

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

SPENCER EAST BROOKFIELD REGIONAL SCHOOL DISTRICT BULLYING PREVENTION AND INTERVENTION PLAN

Bullying and Prevention Plan

The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school or district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds,or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The full Bullying Prevention and Intervention Plan ((https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/1654/Sebrsd/868481eb-1265-4203-9158-0b35e6d66d60/SEB_-_Bullying_Prevention_and_Intervention_Pla.pdf?disposition=inline) is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

Bullying for the purposes of requirements related to M.G.L. c. 71 § 37O is defined as the following: The repeated use by one or more students or by a member of a school staff including, but not

limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) 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.

Bullying is prohibited:

- On school grounds.

- At school sponsored events or school related activities.

- At school functions or programs whether on or off school grounds.

- At school bus stops.

- On school busses or other vehicles own, leased or otherwise used by the

school district.

- Through the use of technology or an electronic device owned, leased or used by the school district.

Definitions:

"Perpetrator" – a student or 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 who engages in bullying or retaliation.

"Discriminatory harassment" is unwelcome verbal, physical or other conduct that is sufficiently severe, pervasive, or persistent to create a hostile environment resulting in a denial or limitation in a student's ability to participate or benefit from the school's program. To determine whether the conduct denies or limits benefits or services consideration must be given to subjective and objective perspectives. Under the subjective standard, the conduct must actually be perceived by the student/victim as offensive in order to interfere with their participation in the program. Under the objective standard, consider whether a reasonable person in the student's position (including the student's age, sex, and any other relevant factors) would find the conduct offensive. Also, consideration must be given to whether conduct is sufficiently severe or serious. Other relevant considerations might include the type, frequency, location, and duration of conduct; number of students involved; and the relationship/roles of the parties. Discriminatory harassment can be disability harassment, racial harassment, sexual harassment or harassment based upon gender identity.

PART IX: DISTRICT POLICIES

INTERNET ACCEPTABLE USE POLICY

Internet- Guidelines for Use

The Internet is a vast, global network, linking computers and educational institutions, businesses, cultural and government sites. Using the Internet, one can be connected with people all over the world through discussion forums and email. It is possible to communicate with everyone from world leaders to prominent scientists to friends at college or next door. Potential educational uses of the Internet are boundless. However, with such great potential for educational information comes potential for access to other kinds of information, some of which may be offensive or illegal. It is the purpose of this policy statement and the appended *Contract Regarding Internet Use* to ensure that all who use the Internet under the auspices of the Spencer-East Brookfield Regional School District do so in a manner which is consistent with policies of the school system, and complies with all Federal, state and local laws.

The most important prerequisite for obtaining an Internet account is that each potential **user takes full responsibility for his or her own actions.** The Spencer-East Brookfield Regional School District, and other organizations sponsoring Internet access, will not be liable for actions of anyone connecting to the Internet through these links. All users will assume full liability, legal, financial, or otherwise for their actions.

The Spencer-East Brookfield Regional School District takes no responsibility for any information or material that is transferred through the Internet.

Because of the size of the Internet, many kinds of materials may be found through it. Should a user find material that may be deemed inappropriate while using his or her Spencer-East Brookfield account, he or she will not download that material, and will not share the location of that material. Be aware that the transfer of certain kinds of material is illegal, and punishable by fine or jail sentence.

The primary purpose of the Internet connection is educational. It is essential that everyone who uses this connection understand its purpose. Therefore, anyone using the Internet connection for non-educational purposes will immediately log off should any significant system slowdown occur. Failure to abide by these regulations will result in suspension of the Internet account, pending administrative review.

The Spencer-East Brookfield Regional School District makes no guarantees, implied or otherwise, regarding the reliability of the data connection. Neither the school nor sponsoring organizations will be liable for any loss or corruption of data resulting while using the Internet connection.

The Spencer-East Brookfield Regional School District reserves the right to examine all data stored in the district's machines involved in the Internet link to make sure that all users are in compliance with these regulations.

No user will use the Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on the network.

The administration reserves the right to change these rules at any time without notice.

The Spencer-East Brookfield Regional School District strongly condemns the illegal distribution of software, otherwise known as pirating. Students caught transferring such files through the Internet, and any whose accounts are found to contain such illegal files, will immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Massachusetts recording law stipulates that it is a two-party consent state. In Massachusetts, it is a criminal offense to use any device to record and/or disseminate communications, whether they are wire, oral or electronic, without the consent of all contributing parties. Mass. Ann. Laws ch. 272, § 99 (C).

Per above, it is a crime to secretly record a conversation, whether the conversation is in-person or taking

place by telephone or another medium.

Meta glasses are considered prohibited devices due to their wireless and/or Bluetooth capabilities.

In addition, students may not have any wireless communication devices in their possession during the administration of district or MCAS assessments. Testing will be invalidated if students are found in possession of these devices, even if they are not in use."

Finally, all users should keep in mind that when they use the Internet, they are entering a global community, and any actions taken by them will reflect upon the school system as a whole. As such, all users must behave in an ethical and legal manner.

Spencer-East Brookfield Regional School District's Policy on Physical Restraint and Time-Out (CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program)

The Spencer-East Brookfield Regional School District complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Additional information, including a copy of the regulations can be obtained from the Director of Student Support Services Office or obtained at https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all.

Only lawful physical restraint will be used. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

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

* Nothing in this policy shall preclude a teacher, employee, or agent of the Spencer-East Brookfield Regional School District from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Nothing in this Policy or the Regulations prohibits law enforcement or school security personnel from exercising their responsibilities, including physical detainment of an individual alleged to have committed a crime or posing a security risk.

DEFINITIONS (603 CMR 46.02):

Mechanical Restraint: the use of any physical device or equipment to restrict a student's freedom of movement. Mechanical restraint 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 devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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.

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

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement.

The following are not physical restraints:

- Brief physical contact to promote student safety (such as guiding a student or re-directing a student);
- Providing physical guidance or prompting when teaching a skill;
- Redirecting attention or providing comfort by touch (such as to a shoulder, face or torso);
- Physical escort (as defined above)

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

Seclusion: involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
- Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
- Time-out (as defined below)

Time-Out: a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.

REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT (603 CMR 46.03):

Physical restraint is an emergency procedure of last resort. It may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/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 shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

PROHIBITIONS

Mechanical restraint, medication restraint, prone restraint (unless permitted under the conditions described below), seclusion (unless permitted under the conditions described below) and the use of physical restraint in a manner inconsistent with 603 CMR 46.00 are strictly prohibited.

Physical restraint, of any kind, shall not be used:

a. As a means of discipline or punishment;
b. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
c. As a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
d. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

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 others;
3. There are no medical contraindications, as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and 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 and the use of prone restraint is approved in writing by the Principal; and
6. The program has documented all of the above before using prone restraint and maintains the documentation.

The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with the regulations at 603 C.M.R. 46.00.

Seclusion is prohibited, except on an individual basis and when all of the following conditions, which require specific, advance documentation, are met:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. The student is not responsive to directives or other less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
3. Other forms of intervention have failed to ensure the safety of the student and/or others;
4. There are no medical contraindications, as documented by a licensed physician;
5. There is psychological or behavioral justification for the use of seclusion and no psychological or behavioral contraindications, as documented by a licensed mental health professional;
6. The program has obtained consent from the student's parent and, if appropriate, the student, to use seclusion in an emergency and the use has been approved in writing by the Principal;
7. Any individual using seclusion has received training about alternative behavior interventions and management techniques; and
8. The program has documented all of the above before using seclusion and maintains the documentation.

No written individual behavior plan or individualized education program (IEP) may include use of seclusion as a standard response to any behavior. At all times during the use of seclusion, a staff member will continuously monitor and observe the student, be immediately available to the student, and continue to use calming and deescalation strategies with the student, unless it is unsafe or counterproductive to do so. The emergency use of seclusion will cease as soon as the student's behavior no longer poses a threat of assault or imminent serious physical harm or if the student is observed to be in severe distress. The Principal's approval must be obtained if seclusion is used for a period longer than 30 minutes.

Any program of the Spencer-East Brookfield Regional School District which uses seclusion, consistent with the requirements above, must examine alternatives and strategies for reducing and eliminating its use no later than 3 years from the effective date of the Regulations.

PROPER ADMINISTRATION AND SAFETY REQUIREMENTS (603 CMR 46.05)

Only personnel who have received training (ie., Crisis Prevention Institute) pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. When

administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

a. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
b. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
c. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the Principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
d. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
e. After the release of a student from a restraint, program staff shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint; reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and consideration of whether any follow-up is appropriate for students who witnessed the incident.

STAFF TRAINING

All school staff will receive training with respect to the Spencer - East Brookfield Regional School District's restraint prevention and behavior support policy and requirements when restraint is used. Staff training will occur at the beginning of each school year, and, for new hires, within one month of being hired. Training shall include:

- Information on the role of various individuals in preventing restraint;
- The Physical Restraint and Time-Out Policy and procedures;
- Interventions that may preclude the need for restraint, including de-escalation techniques;
- Types of permitted physical restraints and related safety considerations;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training in the use of physical restraint, who may serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In addition, the Principal will identify program staff who will participate in additional, in-depth training on the use of physical restraint, consistent with the requirements of 603 CMR 46.04(3),(4).

REPORTING

Any and all physical restraints (including emergency seclusion, if used), regardless of duration, will be reported to the Principal, the Parents, and the Department of Elementary and Secondary Education (DESE) as indicated below.

Reporting to Principal: The staff member who administered the restraint/seclusion shall notify the Principal or designee verbally as soon as possible and in writing no later than the next school working day. If the Principal administered the restraint, the Principal shall prepare the report and submit it to the Superintendent.

- The Principal or designee shall maintain an on-going record of all reported instances of physical restraint and emergency seclusion, if any (the "Physical Restraint Log" and "Seclusion Log").
- The Principal shall conduct a weekly review of the Physical Restraint Log and Seclusion Log to identify student(s) who have been restrained/secluded multiple times during the week and convene teams to review the student's needs, as appropriate. The review team will review the written physical restraint reports; analyze the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved; consider factors that may have contributed to escalation of behaviors and alternatives to restraint, with the goal of reducing or eliminating the use of restraint in the future; and create a written plan of action, if appropriate. The Principal shall ensure that a record of any such individual student review team is maintained and made available to DESE or the Parents upon request.
- The Principal shall also conduct a monthly review of the Physical Restraint Log and Seclusion Log in order to consider patterns in the time of day, day of week, or individuals involved; the number and duration of restraints/seclusions school-wide and for individual students; the number and type of injuries, if any, resulting from use of restraint; and the need for additional staff training, policy modifications, or other action to reduce or eliminate restraints.
- The Physical Restraint Log and Seclusion Log, if any, shall be made available for review by a parent (in accordance with student records regulations) or the DESE upon request.

Reporting to Parents: The Principal or designee shall make reasonable efforts to inform the student's Parent(s) of the restraint within 24 hours of the event and shall notify the student's Parent(s) by written report within three school working days of the restraint. The information in the report shall comply with 603 CMR 46.06(4). The written restraint report must be provided to the student's parent(s) in the language in which report cards and other necessary school-related information are customarily provided. The Principal shall provide the student and the parent(s) an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Reporting to DESE: If a physical restraint or emergency seclusion results in injury to either a student or a staff member, the Spencer-East Brookfield Regional School District will send a copy of the written report of that restraint to the DESE within three (3) school working days, along with a copy of Physical Restraint Log and Seclusion Log, if any, for the 30-day period prior to that restraint. Additionally, the Spencer-East Brookfield Regional School District will annually report physical restraint data to DESE in a manner and form directed by DESE.

SAFEGUARDS (603 CMR 46.07) See also Policy SE 55 Special Education Facilities and Classrooms

Any room or area used for Time-Out will be clean, safe, and sanitary. It will be appropriate for the purpose of calming students, including being of appropriate size for the students served. It will be appropriately lighted, ventilated, and heated and cooled, consistent with the remainder of the building. The space will be free of objects or fixtures that are inherently dangerous and in compliance with local fire and building code requirements.

Any room used for seclusion, if permitted under the conditions enumerated in 603 CMR 46.07(2), will meet the same physical requirements as a Time-Out space, described above. Any room used for seclusion will be inspected by the program for compliance with such requirements at least weekly.

PREVENTING STUDENT VIOLENCE AND SELF-INJURIOUS BEHAVIOR

As set forth in the Regulations, the Spencer-East Brookfield Regional School District shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

PARENT ENGAGEMENT

In accordance with the Regulations, the Spencer-East Brookfield Regional School Districts shall engage parent(s) in discussions about restraint prevention and the use of restraint solely in an emergency situation of last resort. This Physical Restraint and Time-Out Policy will be posted on the Spencer-East Brookfield Regional School District's website and within school handbooks. Parents are also welcome to request a meeting with the Principal or Team Chair to discuss any individual restraint or to discuss restraint and time-out procedures in general use.

GRIEVANCE PROCEDURE

The Spencer-East Brookfield Regional School District will consider and investigate any complaints that it receives regarding the use of physical restraint or time-out in school. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may submit a written complaint to the Principal. The written complaint should include the time, date, and location of the incident; the names of all students and staff involved; and references to which aspects of this policy or the Regulations that the complainant believes have not

been followed. The Principal or designee will conduct a thorough investigation which may include interviewing the complainant, witnesses, staff, and/or the student; reviewing all written documentation leading up to and pertaining to the incident; and reviewing available data on physical restraint and/or time-outs within the building. The Principal or designee will provide a written response to the complainant summarizing the investigation, conclusions, and corrective action, if any.

PREVENTION AND ALTERNATIVES TO PHYSICAL RESTRAINT

Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community.

Students: Students are responsible for knowing and following the school rules and code of conduct, as outlined in the Student/Family Handbooks. Students are also encouraged to report to staff whenever another student evinces violent or dangerous behavior towards themselves or others.

Families: Families should be aware of and encourage adherence to the school rules and code of conduct, as outlined in the Student/Family Handbooks. Regular communication between Parent(s) and school is important to facilitate support for any student experiencing difficulty.

School Staff: Staff are responsible for reviewing, attending training, and implementing the school policies and procedures, including those related to physical restraint and time-out. Staff are also responsible for discussing and explaining these policies and procedures to families and students to prevent misunderstanding.

Administration: The Spencer-East Brookfield Regional School District will annually review its Physical Restraint and Time-Out Policy and related procedures, provide it to school staff, provide annual training to school staff, and make the policy and procedures available to families of enrolled students.

De-escalation Techniques and Alternatives to Restraint

Spencer-East Brookfield Regional School Districts' staff may utilize a variety of behavioral interventions in order to de-escalate a student, including but not limited to:

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a movement break
- Opportunity for a sensory break
- Breathing exercises
- Access to a preferred, tangible item
- Reducing the demands/amount of work expected

- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
- Offering opportunities to speak with professionals (e.g. teacher, administrator, nurse, or guidance counselor)
- Working in small groups outside the classroom on academic related work
- Time-out for the purpose of calming.
- Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan.

PROCEDURE FOR USE OF TIME-OUT

Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or direction from staff, for the purpose of calming. During a time-out, the student will be continuously observed by staff in an unlocked setting from which the student is permitted to leave.

It is the expectation of the Spencer-East Brookfield Regional School District that a staff member will be physically present with the student during time-out; however, if it is not safe for the staff member to remain in the room with the student, staff will remain immediately available to the student and will continuously observe the student during time-out. The time-out will cease as soon as the student has calmed, based on staff observation of the student's physical cues, tone of voice, and demeanor. The student shall not be required to complete any specific task or checklist to demonstrate that he/she has calmed.

If a time-out may last longer than 30 minutes, staff will obtain approval from the Principal or designee to continue the time-out. Any such approval will be based on careful consideration of the individual student's presentation and level of agitation. If, in the opinion of the Principal or designee, the student has calmed, then the time-out will cease. For any time-out approaching or exceeding 30 minutes duration, staff will also consider the need to follow-up and debrief the incident with the student at a later time and/or whether the student's behavior warrants convening a Team meeting; modifying an existing behavior plan; or creating a new behavior plan. Staff will attempt to contact the student's parent(s) within 24 hours and offer an opportunity to discuss the circumstances of the extended time-out.

Time-out does not include time spent meeting with administrators; visits to nurse; performing an errand in another part of the school building; or working in small groups outside the classroom. Students may also take space for calming while remaining fully aware of the learning activities in the classroom. For example, "planned ignoring" asking students to put their heads down; or placing a student in a different location within the classroom are alternatives to time-out.

<u>Documenting Time-Out</u>

It is the expectation of the Spencer-East Brookfield Regional School District that school staff will

document the use of time-out for individual students in the following manner. For each instance of time-out, staff should record the student's name, date, location, time the time-out began, duration, behavior prior to time-out, person initiating the time-out, alternative behavior management strategies attempted, name of the staff present during time-out, strategies used to calm the student during the time-out, the written approval of the principal or designee if the time-out lasted longer than 30 minutes, and the attempts to notify the student's parent(s) if time-out lasted longer than 30 minutes. Such documentation of time-out shall be kept and reviewed by the Principal or designee, in a manner similar to the Physical Restraint Log.

SPENCER-EAST BROOKFIELD SCHOOL DISTRICT EVACUATION POLICY

Whenever the superintendent of schools or his designee determines that David Prouty High School must be evacuated, the district bus company will call the bus to request the five on-call buses. Students will be dismissed by bus routes, Spencer Routes A – D and East Brookfield Route 14, etc. The superintendent's office shall notify all of the radio and television stations that are listed on the district's no school list. The David Prouty High School principal's office will call any parent who has indicated on the opening day materials that they wish a telephone call be made to them whenever an evacuation occurs. A record check mark shall be made of each successful parent emergency contact person telephone call. A second and subsequent telephone calls should be made until each of these parents is notified.

Whenever the superintendent of schools or his designee determines that a grade Pre-K to 8 school must be evacuated, the following will be implemented immediately in the following order:

- The district's bus coordinator will call the bus company to send the five on-call buses to the school to be evacuated;
- The principal or designee will call all of the other principals, the Director of Academic Services and Technology, and director of pupil services, to alert them that their secretarial staff will assist with the telephoning of all parents;
- The principal of the school being evacuated shall immediately fax or email the calling lists to the other school locations. The calling lists should be by family so that only one call needs to be made, regardless of the number of children in the school. The principal should also fax or email a pre-written statement as to why the parent is being called. This should include the caller's name, location, and position. It should also include that if the parent arrives after the school buses leave, they will have to go to the evacuation location to retrieve their child. The superintendent shall alert his secretary of this fact. Telephoning shall immediately commence;

- Parental and emergency contact telephone numbers will be available on PowerSchool with the following attached predetermined sequence for each school used for calling purposes:
    - A written record using a check mark next to the child's (family) name shall be utilized to indicate that a parent or emergency contact person has been contacted.
    - A message should be left if a machine answers the phone, and instructions should be left to the parent/emergency designee to immediately phone the caller back to acknowledge receipt of the call.

If the call is originating from the school being closed, further instructions should indicate that the parent/emergency responder should immediately call the superintendent's office at (508) 885-8500. Upon the conclusion of each first calling attempt, a second round of calls should be made. As soon as the school buses arrive, the children should be brought to the alternate school location as listed, with the youngest children being the first transported. The following are the designated evacuation locations:

1. East Brookfield Elementary School, and Knox Trail Junior High School to Wire Village School.
2. Wire Village School to Knox Trail Middle School.
3. Cubs Corner children will be sent home as soon as their parents have been notified. These children will be evacuated if parents are unable to be contacted.
4. Parents who wish to pick up their children at school shall do so in the foyer, where one or more persons designated by the principal shall check identifications and check off that the child has been picked up.
    a. No one but a parent, guardian, or predetermined (in writing) alternate person shall be allowed to remove a child from school.
    b. A list shall be maintained of all children picked up with the parent/guardian's signature indicating that they have picked up their child.
    c. School personnel in charge of dismissals shall maintain the list.
    d. All remaining children will be evacuated once the last bus leaves for the evacuation site.

In the event two schools need to be evacuated at the same time, the superintendent or his designee shall determine the evacuation destinations. If the evacuation is before 1:00 P.M., and if it is safe to do so, teachers should instruct their students to bring specific books and materials with them so that some learning may continue.

Persons who wish to do so may pick up their children at the evacuation location once they have personally spoken to the classroom teacher in charge. The classroom teacher in charge will maintain a list of those children who have been picked up. Children may only be released at the evacuation location, and may only be picked up by their parent, guardian, or pre-determined (in writing) designee. All children who are not picked up shall be bused home at their usual time. The principal and secretarial staff shall evacuate the building after everyone is out of the building.

Spencer-East Brookfield Regional School District Generative Artificial Intelligence Policy for K-12 Teachers and Students

This policy addendum promotes responsible, ethical, and educationally appropriate use of artificial intelligence, with emphasis on data privacy, academic integrity, equity, transparency, and human-centered instruction. It establishes expectations for student, staff, and administrative use of Al-enabled tools.

1. Purpose and Scope

This policy governs the use of generative artificial intelligence and other AI-enabled software by students, employees, contractors, and other authorized users within the Spencer-East Brookfield Regional School District (SEBRSD), including use on District systems, networks, devices, accounts, or for District-related work.

The District supports thoughtful use of AI to enhance learning, creativity, accessibility, and administrative efficiency while protecting safety, privacy, equity, academic integrity, and the role of human judgment.

2. Definitions

- Artificial Intelligence (AI): Technology that performs tasks commonly associated with human intelligence, including prediction, classification, recommendation, language generation, image generation, or automated decision support..
- Generative AI: AI systems that create new text, images, audio, video, code, or other content in response to user prompts..
- District-Approved Tool: An AI-enabled tool reviewed and authorized through the District's technology, privacy, security, accessibility, and procurement processes.
- Protected or Confidential Information: Any personally identifiable, educational, medical, personnel, financial, security-related, or other non-public information protected by law or District policy.

3. Acceptable Use Guidelines

- Educational or Administrative Purpose: AI tools may be used only for approved educational or administrative purposes.
- Approved Tools: Users may use only District-approved AI tools for District-related work. Use of an approved tool does not automatically authorize every use of that tool.
- Student Use: Students may use AI only when a teacher has expressly authorized its use for the specific assignment or activity and only within the limits established by the teacher..
- Assignment-Level Expectations: Teachers should clearly identify the permitted level of AI use for significant assignments, such as: (1) no AI permitted; (2) AI permitted for brainstorming, tutoring, or feedback; (3) AI permitted for specified portions with disclosure; or (4) AI integrated or required as part of the assignment..
- Teacher and Staff Supervision: Al should support, not replace, teacher instruction, student effort, professional judgment, or meaningful human interaction..
- Human Review and Responsibility*:* The person using AI remains responsible for reviewing the output, verifying accuracy, correcting errors, and ensuring the final work is appropriate and lawful..
- Transparency: Users must disclose and cite AI-generated or AI-assisted work when required by the teacher, supervisor, assignment, publication standard, or District procedure. Disclosure should identify the tool and the nature of the assistance received..

4. Academic Integrity and Student Work

- Unauthorized Use: Using AI to create, complete, revise, translate, summarize, or improve student work beyond the level expressly authorized by the teacher is a violation of academic integrity.
- Original Work: Submitting AI-generated or AI-assisted content as one's own work without required disclosure constitutes plagiarism or academic dishonesty and will be addressed under applicable student handbook procedures.
- Evidence and Review: A finding of academic dishonesty should be based on the totality of available information, which may include drafts, revision history, source notes, student explanation, and teacher observations. An AI-detection tool may not be the sole basis for discipline or an academic penalty.
- Accessibility and Language Supports: This policy does not prohibit AI-enabled accessibility, translation, speech-to-text, text-to-speech, or other assistive features required or authorized through an IEP, 504 Plan, health plan, multilingual learner support, or other approved accommodation..

5. Staff and Administrative Use

- Permitted Support: Staff may use approved AI tools to support tasks such as lesson planning, resource development, drafting routine communications, brainstorming, translation, organization, and administrative efficiency, subject to this policy and applicable procedures.
- Professional Judgment: AI may not replace the professional responsibility of educators or administrators. Staff remain accountable for the accuracy, appropriateness, tone, bias, and legal compliance of all AI-assisted work.
- High-Impact Decisions: AI output may not be used as the sole or determinative basis for grading, student discipline, special education eligibility or services, Section 504 decisions, student placement, employee evaluation, hiring, or other decisions that materially affect a student or employee.
- Confidential Records: AI-generated drafts involving IEPs, 504 Plans, health records, discipline, personnel matters, evaluations, or other confidential records may be created only in a District-approved environment and must be reviewed and finalized by authorized staff.
- Communications and Publications: Staff must review AI-assisted communications and publications before distribution and correct any false, misleading, biased, inappropriate, or unsupported content.

6. Data Privacy, Security, and Safety

- Protected Information: Users must not enter protected or confidential information into any public or unapproved AI system. Consent alone does not authorize use of a tool that has not completed District review..
- Approved Systems: Only AI tools that meet District privacy, security, accessibility, record-retention and data-protection standards may be used for District work involving non-public information..
- Minimum Necessary Information: Even when using an approved tool, users should provide only the minimum information necessary and should de-identify information whenever reasonably possible.
- Security Controls: Users may not use AI to bypass network restrictions, access controls, filtering, account protections, or other District cybersecurity measures.
- Approved Tool List: The Superintendent or designee will maintain and communicate a current list of approved Al tools and any conditions or restrictions on their use.

7. Ethical Considerations, Equity, and Accessibility

- Bias and Harm: Users should recognize that AI can produce biased, discriminatory, inaccurate, fabricated, outdated, or harmful content.
- Critical Evaluation: AI output must be critically evaluated and, when factual claims are involved, verified against reliable sources before use.
- Equitable Access: The District will seek to avoid assigning AI-dependent work when students do not have equitable access to the required technology. Reasonable non-AI alternatives will be provided when appropriate.
- Accessibility: Approved AI tools and instructional uses should be evaluated for accessibility and should not create unnecessary barriers for students or staff with disabilities.
- Human-Centered Use: AI should be used in ways that preserve student voice, creativity, critical thinking, collaboration, and meaningful relationships between students and educators.

8. Prohibited Uses

- Deception and Impersonation: Creating or distributing deceptive AI-generated content, including unauthorized deepfakes, impersonations, fabricated recordings, or false statements attributed to another person, is prohibited.
- Harassment or Exploitation: AI may not be used to bully, harass, threaten, discriminate, humiliate, sexually exploit, or create non-consensual intimate or otherwise harmful content involving any student, employee, or community member.
- Fraud or Falsification: AI may not be used to fabricate records, evidence, citations, data, signatures, credentials, or other information intended to mislead.
- Unsafe or Unlawful Activity: AI may not be used to facilitate unlawful conduct, violence, self-harm, cyberattacks, malicious code, unauthorized surveillance, or other activity prohibited by law or District policy.

9. Monitoring, Enforcement, and Due Process

- District Monitoring: The District reserves the right to monitor AI use on District networks, accounts, and devices in accordance with applicable law and District policy.
- Violations: Violations will be addressed under the same disciplinary and corrective procedures that apply to violations of the District Acceptable Use Policy, student handbooks, employee rules, and other applicable policies.
- Fair Review: Before imposing discipline or an academic penalty, the District should provide the student or employee an opportunity to explain the circumstances and should consider the reliability of the available evidence.
- Age-Appropriate Response: Responses should be proportionate, educational when appropriate, and consistent with applicable student or employee procedures.

10. Training, Implementation, and Annual Review

- Training: The District will provide age-appropriate instruction for students and periodic training for staff on responsible AI use, privacy, academic integrity, bias, verification, accessibility, and approved tools.
- Administrative Procedures: The Superintendent or designee may issue procedures, guidance, assignment-disclosure expectations, approved-tool lists, and implementation materials consistent with this policy.
- Annual Review: Because AI technology and legal requirements continue to evolve, the Superintendent or designee will review this policy and related procedures at least annually and recommend revisions to the School Committee as needed.

11. Acknowledgement

All staff and students must review this AI policy addendum as part of the annual technology usage agreement and comply with applicable training and implementation procedures.

APPENDIX

Process for Reporting and Investigating Sexual Harassment

I. REPORTING SEXUAL HARASSMENT

A. Who May Report Sexual Harassment: Anyone may report an allegation of sexual harassment.

B. How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator or the Principal, but any District employee who receives a report of sexual harassment will respond to the report as outlined below.

1. Internal Reporting: Any District employee who receives a report of sexual harassment shall respond by promptly informing the Principal or Title IX Coordinator of the report. Any District employee who observes sexual harassment of a student should intervene to stop the conduct and shall promptly inform the Principal or Title IX Coordinator of the incident. If a report involves an allegation against the Principal or Title IX Coordinator, the District employee shall instead report the allegation to the Superintendent.

Any Principal who receives a report of sexual harassment shall promptly inform the relevant Title IX Coordinator of the report.

C. District's Response to Report: The District will respond to all reports of sexual harassment promptly and equitably, and in a manner consistent with this Procedure and any other relevant District procedures and policies. Upon receipt of a report, the Title IX Coordinator shall:

1. Promptly and confidentially contact the complainant to discuss the availability of supportive measures;
2. Inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint;
3. Consider the complainant's wishes with respect to supportive measures;
4. If the District does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and
5. Explain to the complainant the process for filing a Title IX Formal Complaint.

II. FILING A TITLE IX FORMAL COMPLAINT

Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined below.

A. Who may file a Title IX Formal Complaint: Although anyone may report sexual harassment, only a complainant or a Title IX Coordinator may file a Title IX Formal Complaint. If a complainant chooses not to file a Formal Complaint, the complainant's choice to not initiate an investigation will generally be respected, unless the Title IX Coordinator determines that signing a Formal Complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and the District's legal obligations under applicable state and federal laws. Where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a complainant or a party during the grievance process and must comply with the requirement to be free from conflicts or bias.
B. Processing of a Title IX Formal Complaint: Title IX Formal Complaints will be investigated promptly and equitably by the Title IX Coordinator or designee, as follows:

Step 1: Title IX Formal Complaint is filed:

1. A Formal Complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A Formal Complaint will not be dismissed solely because it was not completely filled out or it was filled out incorrectly.
2. A Formal Complaint may be filed at any time, including during non-business hours. Formal Complaints submitted outside of normal business hours will be deemed received on the following school working day.
3. At the time of the filing of the Formal Complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the school district with which the Formal Complaint is filed.
4. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information for the Title IX Coordinator listed in this Procedure, and by any additional method designated by the school.
5. Consolidation of Formal Complaints: Schools may consolidate Formal Complaints where the allegations arise out of the same facts.
6. Consideration of the use of the Informal Resolution Process with the consent of the parties. See Section II(D).
7. Throughout this process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Step 2: Consideration of Supportive Measures for both the Complainant and Respondent: Once a Formal Complaint is filed, the Title IX Coordinator will ensure that supportive measures are considered for both parties. See Section I(D).

Step 3: Written Notice of Allegations: Upon receipt of a Formal Complaint, the District shall send written notice of the allegations, including the identity of the parties, to both the complainant and the respondent, if their identities are known. The written notice must include: (1) a statement prohibiting knowingly submitting false information; (2) sufficient details known at the time to allow the respondent the opportunity to respond to the allegations; (3) a statement that the respondent is presumed not responsible for the alleged conduct; (4) that a determination regarding responsibility is made at the conclusion of the grievance process; (5) that the parties may have an advisor of their choice and at their own expense, who may be, but is not required to be, an attorney; and (6) that the parties/advisors may inspect and review evidence in accordance with this Procedure. If, in the course of the investigation, the District decides to investigate allegations of sexual harassment that are not included in the initial written notice of allegations, the District shall provide notice of the additional allegations to the parties whose identities are known.

Step 4: Consider Whether Dismissal of Formal Complaint Warranted: Some Formal Complaints will be subject to mandatory or discretionary dismissal under Title IX.

1. Mandatory Dismissal of Formal Complaint: The Title IX Coordinator shall dismiss a Formal Complaint under Title IX when the conduct alleged:

a. even if proved, would not meet the definition of sexual harassment under Title IX;
b. did not occur in an education program or activity of the District; or
c. did not occur against a person in the United States.

2. Discretionary Dismissal of Formal Complaint: The Title IX Coordinator may dismiss a Formal Complaint or allegations therein for purposes of Title IX at any time if:

a. the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the Formal Complaint or allegations;
b. the respondent is no longer enrolled in or employed by the District; or
c. specific circumstances prevent the District from gathering sufficient evidence to make a determination.

3. The Title IX Coordinator must provide the parties with written notice of any dismissal of aFormal Complaint, the reasons for the dismissal, and of their right to appeal.

4. Dismissal of a Formal Complaint for purposes of Title IX shall not preclude the District from addressing the allegations under any other relevant District policies or procedure(s), including but not limited to, the Civil Rights Grievance Procedure, the Bullying Prevention and Intervention Plan, the Student Code of Conduct, and/or a collective bargaining agreement or employment contract. The Title IX Coordinator shall have the discretion to make any such referrals and proceed as appropriate in regard to the allegations.

Step 5: Initial Investigation: All Formal Complaints will be investigated by the Title IX Coordinator or other individual(s) designated to serve as the investigator by the Title IX Coordinator. The investigator shall be responsible for seeking and gathering evidence relative to the investigation. Any Formal Complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the

Formal Complaint resolution process:

1. Standard of Proof: The investigator shall make factual findings based on a preponderance of the relevant evidence standard.
2. The burden for gathering evidence and the burden of proof remains on the District, not on the parties.
3. The District shall provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
4. The District shall not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag" orders).
5. Each party may have one (1) advisor of their own selection and at their own expense participate in this grievance process. In the case of a student under the age of 18, this advisor may be in addition to the student's parents/guardians. Any restrictions on the participation of an advisor will be applied equally to each party. The advisor may, but is not required to be an attorney. Any evidence received by an advisor in this process is subject to confidentiality and may be used only for the purpose of the grievance process. Advisors are prohibited from disseminating or disclosing such evidence outside of the grievance process.
6. The District shall send prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.
7. The District may not access or use either the complainant's or the respondent's medical, psychological, or similar treatment records unless the District obtains the party's informed written consent to do so.
8. The investigator may impose reasonable timeframes on all parties as required to facilitate the timely completion of the investigation. The investigator may extend any of the timeframes beyond the time periods identified in this Procedure for good cause. If a complaint or report of sexual harassment is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable effort to complete the investigation within the applicable time frames, but may extend the investigation period to account for the unavailability of witnesses while school is not

in session. If the investigator extends the investigation, the investigator will notify the parties of the extension and the reasons therefore in writing.

Step 6: Opportunity for Parties to Respond to Evidence: The District must send the parties, and their advisor(s) (if they have one) evidence directly related to the allegation(s), in electronic format or hard copy. Parties shall be afforded ten (10) calendar days to inspect, review and respond to the evidence prior to the issuance of the final Investigative Report. The District shall not require, allow, rely upon, or otherwise use evidence that constitutes information protected from disclosure by a legally recognized privilege, unless it has been waived by the holder of the privilege.

1. Prior to providing evidence to the parties, the investigator may redact confidential information that is not directly related to the allegations or that is otherwise barred from use under Title IX or by privilege (e.g., treatment records), the Family Educational Rights and Privacy Act and/or 603 CMR 23.00. Information that is directly related to the investigation, and that is not expressly barred from disclosure under Title IX (e.g., treatment records), the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00, must be made available for review by both parties.

2. The parties and their advisors shall be prohibited from disseminating any of the evidence for any purpose not directly related to this grievance procedure.

Step 7: Completion of the Investigative Report: The District must send the parties, and their advisor, an Investigative Report that fairly summarizes the relevant evidence but does not reach any conclusions regarding responsibility, in electronic format or hard copy, within twenty-five (25) school days of receipt of the Formal Complaint, unless otherwise extended for good cause. A copy of the Investigative Report will also be sent to the decision-maker.

Step 8: Parties' Opportunity to Respond to Investigative Report: The District shall provide each party ten (10) calendar days for the parties to respond to the investigative report. The Investigative Report will notify the parties of the opportunity to submit to the decision-maker directed written questions of the other party and/or any witness within that same ten (10) calendar days.

Step 9: Directed Written Questions from the Parties: After the Investigative Report has been sent to the parties, but prior to reaching a determination regarding responsibility, the decision-maker shall afford both the complainant and the respondent the opportunity to submit to the decision-maker written, relevant questions of the other party or any witness, provide the party with the other party's and/or witness's written responses to said written questions, if any, and allow for additional, limited follow-up questions from each party in writing. Questions that seek disclosure of information protected under a legally recognized privilege, the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00 shall not be permitted, unless the person holding the privilege has waived the privilege.

1. The complainant shall be protected from answering questions about the complainant's prior sexual behavior unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

2. Upon receipt of the Investigative Report, each party shall have ten (10) calendar days to submit directed relevant questions to the decision-maker in writing.

a. All questions must be posed in a respectful manner (e.g., without profanity and without attacking a person's character or motivations).
b. Questions that are not relevant will be excluded, and the decision-maker shall explain to the

party posing the question the reason(s) for excluding any question.

3. Upon receipt of the directed questions from the District, each party and witness shall have five (5) calendar days to respond to those questions in writing.

4. After receipt of the answers by the parties any follow-up questions by the parties shall be submitted to the decision-maker in writing within three (3) calendar days. The party or witness to whom any such follow up questions are forwarded by the decision-maker Shall be provided with three (3) calendar days to submit their response(s), if any.

5. Each party will be provided a copy of the other party's or witness's written answers.

Step 10: Determination of Responsibility/Findings of Fact by the Decision-Maker:

1. The decision-maker shall issue a written determination regarding responsibility with a description of the procedural steps taken, findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, the range of disciplinary sanctions to which the respondent may be subject, whether remedies will be provided to the complainant, and procedures and bases for appeal. The decision-maker's written determination shall not be completed by the Title IX Coordinator or the investigator.
2. Standard of Proof: The decision-maker shall make factual findings based on a preponderance of the relevant evidence standard.
3. The decision-maker's findings shall be based on an objective review of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
4. The decision-maker shall not draw inferences about the determination of responsibility based solely on a party's failure or refusal to answer questions.
5. The written determination shall be sent simultaneously to both parties and their advisor(s), if any.
6. This determination shall be sent within twenty (20) school days of the issuance of the investigative report unless an extension is agreed upon by the parties or if the process is otherwise reasonably delayed. Except where the parties have agreed to an extension of the timeline or where the process is otherwise reasonably delayed, the written determination shall be issued within sixty (60) school days of receipt of the Formal Complaint.

B. Remedies: If the decision-maker determines that sexual harassment has occurred, the District shall take steps to eliminate the harassing environment, which must include but need not be limited to providing remedies to a complainant that are designed to restore or preserve the complainant's equal access to the District's education programs and/or activities. These remedies may be the same individualized services as the supportive measures outlined in Section I(D) above and/or may consist of alternative interventions and/or punitive or disciplinary sanctions that burden the respondent.

C. Discipline: Persons who engage in sexual harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, expulsion (if applicable under M.G.L. c. 71, §§ 37H or 37H ½), or other sanctions as determined by the District, subject to applicable procedural requirements.

1. Although the respondent may, in accordance with Title IX, be subject to emergency removal at any time, the respondent may not be subject to disciplinary sanctions for the misconduct defined under this Procedure until after this grievance process has been completed.

D. Informal Process: Only after a Formal Complaint is filed may the District opt to offer and

facilitate informal resolution options, such as mediation or restorative justice. Both parties must give voluntary, informed, written consent to attempt any offered informal resolution. Any informal resolution under this Procedure will be facilitated by trained personnel.

1. The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.
2. The informal process is voluntary, and the alleged victim and/or respondent may terminate or decline any informal process at any time and resume the Formal Complaint grievance process.
3. The informal process shall not exceed thirty (30) calendar days.

Participation in the informal process will stay the timelines of the Formal Complaint process.

E. Emergency Removal under Title IX: The District may remove a respondent on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and (3) provides the respondent with notice and the opportunity to challenge the decision immediately following the removal.

F. Anonymous Reports: The District may be on notice of an allegation of sexual harassment through receipt of an anonymous report. In cases of anonymous reports, the District's obligation is to respond in a manner that is not clearly unreasonable in light of the known circumstances, and offer supportive measures that are consistent with any request for confidentiality. If an anonymous report is received without a disclosure of the complainant's identity, the District will be unable to provide the complainant supportive measures in response to that report. The District may in conformance with applicable state laws and regulations be required to report sexual harassment identified in an anonymous complaint to state and/or local authorities such as the Massachusetts Department of Children and Families in conformance with state statutes and regulations and/or take actions to protect the safety of the school community (contacting the police, for example) that may result in the identity of the reporting person being disclosed. Although the District shall respond to anonymous reports of sexual harassment in accordance with this Procedure, a Formal Complaint cannot be filed anonymously.

G. Appeals: The complainant or respondent may appeal from a determination regarding responsibility and/or from the District's dismissal of a Formal Complaint or any allegations therein, only on the following bases:

1. procedural irregularity that affected the outcome of the matter;

2. newly discovered evidence that could affect the outcome of the matter; and/or

3. Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

An appeal may be made to the Superintendent or designee within five (5) calendar days after receiving the determination of responsibility or dismissal. The Superintendent will decide the appeal and issue a written decision thereon no later than thirty (30) calendar days of the date of receipt of the written appeal. In cases in which it has been determined that a respondent student is subject to long-term suspension as a result of a finding of sexual harassment in accordance with this Procedure, the respondent may elect to exercise their appeal under the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, §§ 37H, 37H ½ or 37H ¾) in place of this appellate procedure. Appeals must be made in writing to the Superintendent, Spencer-East Brookfield Regional School District, 305 Main St., Spencer, Ma 01562.

Title IX Formal Complaint grievance process is deemed complete when either the time period for appeal has lapsed or upon the issuance of the Superintendent's decision on a timely filed appeal.

H. Recordkeeping: Records related to this Procedure will be maintained for a period of seven (7) years.

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

IF YOU HAVE ANY CONCERNS ABOUT THIS MATTER, PLEASE CONTACT:

DIRECTOR OF PUPIL SERVICES (COORDINATOR OF TITLE VI, TITLE IX AND SECTION 504)
SPECIAL EDUCATION DEPT.
302 MAIN STREET
SPENCER, MA 01562
(508) 885-8515