

Introduction

Welcome to the Briggs' community. The John R. Briggs School is dedicated to developing lifelong learners. The mission of our school is to engage the whole community in the process of challenging all students to develop a strong knowledge base, a respect and understanding for diversity, an ability to relate to others, and a sense of empowerment as individual learners. At the John R. Briggs School we continually strive to build and foster a sense of community, a sense of belonging, and a sense of caring among all of our members. We seek your input and ask you to join with us in making your children's years at John R. Briggs productive and happy.

The School Council has worked hard to create a comprehensive Handbook that will assist all members of the John R. Briggs' community in understanding our school's day-to-day practices and procedures. The Handbook articulates the existing policies, practices, and procedures that guide our elementary school program.

The John R. Briggs School is always looking to expand our dialogue with parents and the community of Ashburnham. If you have any questions, concerns, or suggestions please make an appointment or feel free to drop in casually to discuss whatever may be of importance to you. The John R. Briggs School is a very special learning environment that will continue to become an even better place as we continue to work together to enhance our partnership with parents and community.

Vision Statement

Our school community is a place where all its members feel safe, cared for and valued. Diversity is celebrated, respected and supported, with equal access to knowledge for all.

Our school community fosters excitement about learning as a life-long process. As partners in education we will work to develop critical thinking skills, creativity and the ability to work cooperatively. We promote the exploration and understanding of ourselves and the world around us.

Members of our school community, students, educators, parents and the community at large, will be well prepared for life and livelihood and able to meet the challenges and opportunities of the future.

School History and Profile

The John R. Briggs Elementary School is located in Ashburnham, Massachusetts. Ashburnham is a rural community of approximately 5500 people, located thirty-five miles north of Worcester, MA on the New Hampshire border. Ashburnham has limited industry and is dependent upon its personal property tax base for funding.

The John R. Briggs School was built in 1968. The building is named after a much loved and internationally recognized Boy Scout Leader who lived in Ashburnham. He devoted his life to working with children and was responsible for designing and building the town pool.

The John R. Briggs Elementary services students in kindergarten through grade five. We strive to maintain workable class size with the support of the AWRSD School Committee. Special Education support is provided through certified Special Education teachers within and outside of the regular classroom. We provide counseling services to students through our school **adjustment counselor**.

The school has undergone many transitions. Over the years, the student population has increased and in 1989 two portable classrooms and one counseling office was added through the state funding building program. **Presently the John R. Briggs School Building Committee has submitted an application with the Commonwealth of Massachusetts for financial assistance with the potential reconstruction of the J. R. Briggs Elementary School.**

School Improvement Action Plan 08-10

Goal: All students will meet the improvement level of 84.3 by 2010 in mathematics (present aggregate score 79.0)

Goal: Special education and low income subgroup students in grades 3 – 5 at the John R. Briggs Elementary School will meet the improvement level of 75 by 2009 and 90.2 by 2010 in the curriculum area of English Language Arts (present level of subgroup: 58.5)

Goal: All students, grades 3 – 5, will average a score of 2.3 on 2009 and 3.0 on 2010 ELA, Mathematics, and Science Open Response of the MCAS tests (ELA presently 1.7).

JRB School Improvement SMART Goals 09 -11

SMART Goal: *Maintain or exceed established CPI performance levels for math (presently 79.0 - 08) and ELA (presently 81.1 - 08) as determined by DESE (90.2).*

1. **Establish and implement curriculum based measurement systems, and common assessments to identify student ability level and monitor progress on students at the J. R. Briggs Elementary School. – District Goal #4**
2. **Identify, design and implement interventions to address the individual learning needs of the students at the J. R. Briggs Elementary School. – District Goal #4**
3. **Identify, create and provide professional development that will lead to improved student performance at the J. R. Briggs Elementary School.- Dstrict Goal #3**
4. **To increase school based communication with parents, students, and the Ashburnham Community regarding student performance.- District Goal #2**
5. **To ensure a safe, healthy school facility that is welcoming, respectful and responsive.- Dsitrcit Goals 5 & 6**

Volunteer Opportunities

Research shows that children do best in schools when parents are involved in their education. Each year we have many parents who volunteer to work in the classrooms. There are many jobs available such as tutoring, photocopying, taping books, field trips, class parties, etc. Every year at open house many teachers post parental involvement sign-up sheets that detail the volunteer opportunities available in their classroom. If you are interested in volunteering, please contact your child's teacher, PTA Volunteer Coordinator, or school administration. All volunteers are required to submit a CORI form to the school office.

P.T.A.

The John R. Briggs PTA is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the John R. Briggs School. Parents are encouraged to volunteer their time to help teachers in and out of the classroom with a special focus on the cooperative development of exciting educational events for the children. PTA considers all parents and teachers to be "members" of the PTA and welcomes input from all. There is a yearly registration which is used to identify people who wish to be "active" members. The PTA is managed by a five person elected Board of Directors. Their main function is the coordination of all committee's activities, liaison to the school community, and implementation of the directives set by majority vote at the monthly meetings. The PTA's Board of Directors publishes a monthly newsletter *via email* informing the members of the school community of the PTA's activities.

The PTA has many functions within the school. They assist teachers and parents with matching volunteers to tasks such as classroom volunteers, books to tape, and tutoring. They also organize and implement a series of extracurricular events throughout the school year. Some of the events that have been organized in previous years are Bunny Breakfast, Father/Daughter and Mother/Son events and voluntary participation in a directory of students, parents, addresses, and telephone numbers. The goal is to develop events that are family based entertainment. Event planning and implementation is a dynamic process so events will change from year to year, as the school's needs change. The PTA is also responsible for the production of John R. Briggs' annual year book, which is a pictorial review of the year's activities.

Money is necessary to fund all the activities sponsored by the PTA so another major component of their operation is fund raising. The PTA's first fund raiser effort is held in the fall. This is their primary revenue-generating event of the year. Every fall and spring the PTA also sponsors Book Fairs that allow the school library and individual classrooms to add books and related educational materials to their inventories. The fairs also provide parents an opportunity to purchase books to enjoy with their children. Specific funding requests by teachers are considered on a case-by-case basis. If you are interested in becoming a member, please contact the PTA through the school office.

The PTA meeting schedule is published in the Briggs-At-Large, included in our school calendar, and posted in the school lobby.

Parent Volunteer Program

The John R. Briggs Elementary School is in the process of providing a Parent Volunteer Program at every grade level. The volunteer coordinators set the program in place at the beginning of each school year. Working closely with each teacher, it is our hope that the parent volunteer coordinators arrange regular parent academic help in the classroom and special areas; such as the library, art room, health office, etc. Parents may volunteer before, during, or after school. Typical areas of classroom assistance might include: academic support in curriculum areas through tutoring and/or enrichment with small groups or individuals, clerical help both from home and at school, book orders, and material creation.

Room Parents

The Parent Volunteer Coordinators also organize room parent placement for each class; again working closely with each individual teacher. Room parents at J. R. Briggs Elementary School act as volunteer coordinators within the classroom. They will contact parents about helping with various classroom activities such as field trips, unit activities, parties, *etc.* *Room parents meet regularly with the teacher about class plans, units, needs, and assistance with a classroom newsletter.*

Volunteer Program Procedures

Volunteer Program sign-up forms are sent home at the beginning of the school year. Teachers receive a "Request Volunteer" form also during the first week of school. Within a few weeks, all forms are collected and the Parent volunteer Coordinators match the teacher's request with their Class Parent availability and contact all parents to set up a volunteer schedule for each classroom. It is a big job' but will be completed in October with extraordinary results.

The Parent Volunteer coordinators are available all year long to fill additional requests and to troubleshoot any problems that may arise. They also hold parent meetings several times each year to orientate new volunteers and to share ideas. The parent volunteer coordinators can be called at home or contacted through their mailbox in the school office.

Most parents at the J. R. Briggs Elementary School want to help and expect to be called. This program can be a marvelous resource and help each teacher enormously. The program will be flexible enough to accommodate each grade level's different requirements and each teacher's personal style.

School Council

Under Massachusetts Education Reform legislation, all schools have been required to have School Councils since September 19th, 1993. At John R. Briggs Elementary School, the School Council has been meeting regularly since February 1992. The Council is comprised of parents, community members, teachers, and administration. The School Council is committed to promoting the goals of our School Improvement Plan. Meetings are held on a monthly basis during the school year. A list of School Council Members and meeting dates for 2009-2010 is published in the Briggs-At-Large and posted in the school lobby.

School Policies and Procedures

Enrollment Requirements

- New student registration requires proof that the student lives in Ashburnham by showing a signed purchase and sales agreement, rental agreement, tax bill, or utility statement.
 - If the student lives with someone other than the parent, the following conditions must be met:
 - A notarized statement indicating the student is living at a valid address within the school district with the name of the owner or renter of the property.
 - A statement naming the adult who should be contacted for school business such as absences and emergencies.
 - The parent and or guardian named in these statements must be present at the registration.
 - The notarized statement must be completed and presented prior to registration.
- State law mandates that public schools must enroll students who live in their district, but the law clearly indicates that students not claim residency for the sole purpose of attending its schools. In cases where legal guardianship is involved, a copy of the court record of guardianship should be provided.
- All students must provide proof of immunizations and a release form must be signed to enable J. R. Briggs Elementary to receive prior school records. A copy of the student's birth certificate must be presented at the time of registration.
 - An updated Emergency Information Card is kept on file in the nurse's office. This information provides the school with emergency contact and medical history information.

For admission to kindergarten, a child must be five (5) on or before August 31st. The staff, prior to placement will evaluate any child who completed kindergarten outside of the Ashburnham-Westminster Regional School District who is not age five (5) by August 31st. A family moving to Ashburnham with a child who does not meet

the cutoff date, but who has attended kindergarten elsewhere for six (6) weeks may enroll the child in kindergarten. The child will be evaluated on an equal standing with his/her peers. A yearly orientation program is held **in the spring prior to September** for all students and their parents entering kindergarten .

Absences, Tardiness and Truancy

Regular attendance and on-time arrival are essential to sequential learning and necessary for satisfactory student progress. Students improve academic performance with improved attendance. It is important that students are punctual and attend school each day. When an absence is unavoidable due to illness, bereavement, medical appointments, religious reasons or other family emergencies, the parent is expected to inform the school by phone, the day of the absence. Please call the answering machine 978-827-5750 when your child will be absent. An answering machine is on between the hours of **3:45 pm to 7:30 am** for you to state the child's name, classroom, and reason for the absence. The office staff is available 7:30 am -3:45 pm; 978-827-1410, 978-827-1411, 978-827-5750.

Definition of Excused Absence: absence due to illness with doctor's/nurse's verification, bereavement, medical, dental, or legal appointment, and religious observances.

Definition of Unexcused absence: absence without **doctor/nurse verification, vacation, tardy after 11:30 a.m. or dismissal prior to 11:30 a.m.** A student is considered truant if the absence is unexcused.

If the school is not notified before the school day starts, the school nurse will attempt to reach parents/guardians or emergency contact to verify the student's absence. This is done as a safety check to ensure each student's well being.

If parents are unable to make phone contact, a written note from the parent/guardian must be brought to school on the first day of the student's return to school. It is the student's responsibility to make up all assignments, projects, and tests missed during the absence.

Any student who arrives at 8:30 a.m. or later is considered tardy and must report to the office and sign the "**Tardy Sign-In Sheet**".

In cases of extended absences and/or serious medical problems, the school may provide home tutoring for students who are unable to attend school because of a long-term illness or injury. If a student is out of school for more than 14 days, s/he may qualify for tutorial services. A doctor's written request is required. Arrangements may be made through School Administration.

Extended absences for the sole purpose of extending a vacation period are discouraged. Students will be responsible for missed academic work upon their return to school.

Unexpected absences are those that do not conform to excused reasons. This includes any absence without a valid note. A student will be considered truant if the absence is unexcused.

The academic success of our students is directly related to their daily attendance. Parents will receive written notification throughout the school year if their child's absences, tardiness, or early dismissals may affect their progress in school, and will become part of the student record.

Dismissal from School

Early dismissals are discouraged. Parents are urged to schedule doctor, dentist, or other appointments outside the school hours, on school holidays or during vacation time. No student will be dismissed until the responsible school official is assured that the child is being released by request of a parent/guardian or other authorized adult for sufficient reasons.

On the day of dismissal, the parent/guardian must send a note to the school office indicating the time of dismissal and who will pick-up the child. No student will be dismissed to anyone except the parent/guardian or authorized adult. The parent/guardian must notify the school office of such authorization before the student can be dismissed.

The parent/guardian or authorized adult must report to the school office upon arrival to pick-up the student. No student will be released to meet a parent elsewhere on school grounds.

Withdrawal/Transfer Procedure

When a student transfers from John R. Briggs School to another school system, the office and the student's teacher need to be notified at least two days prior to the transfer. A "Records Request" form will be sent to our school once the student has been enrolled in the new school system.

No School Announcements and Delayed Openings

No School announcements and delayed openings due to hazardous weather conditions will be made as early as possible. Parents may access this information on the district website: www.awrsd.org or through local television and radio stations:

WEIM 1280 AM
WCVB Channel 5 TV
FOX 25 TV

WXLO 104.5 FM
WTAG 580 AM
WBZ 1030 AM/Channel 4TV

WGAW 1340 AM
WSRS 96.1 FM
WRKO 680 AM/Channel 7TV

They will also be notified through **Connect Ed**, our automated telephone service.

Unexpected School Closings

In the event that school is to be dismissed early because of storm conditions or for reasons of an emergency nature, children will take their usual means of transportation home. Parents should discuss with their child an emergency plan in case no parent or guardian is home at the time of the dismissal.

Parents will be notified through **Connect Ed, our automated telephone service** of unexpected school closings.

In the event of an unexpected school closing, AWRSD Extended Day will close one-half hour after the emergency closing.

The following suggestions are provided so parents can develop a plan for their child if there is an emergency dismissal:

- Set up a phone chain among friends or classmates' parents.
- Develop a cooperative neighborhood plan.
- Keep a list of phone numbers and instructions conveniently near the telephone.
- Listen to the radio or television when there is a chance of severe weather

Do not call the schools, police, etc., as these lines need to be kept open for emergencies.

Building Evacuation

In the event that we must evacuate the school during school hours the following procedure will be activated:

Principal/Asst. Principal or Designee will oversee the safe evacuation of their school

The following will be the evacuation points for the J. R. Briggs Elementary School:

Primary: J. R. Briggs to Oakmont

Secondary: J. R. Briggs to Cushing Academy

Every effort will be made to dismiss the students from these locations at the regularly scheduled time via bus transportation. Parents will be notified if students must be dismissed in any other format.

Building Security

We make every effort to ensure our students have a safe and secure environment in which to learn. To this end, all exterior doors to the building are locked while school is in session. Visitors must be "buzzed in" through our main entrance and report directly to the office area. If seeking entrance to the school after school hours, visitors must check in at Extended Day. ALL visitors and volunteers must report to the office to sign in and obtain a visitor badge. Visitors must sign out and badges be returned before leaving the school building.

School Visitors

All visitors are welcome. Please confirm your visit with your child's teacher and the secretaries or administration at the front desk for the safety of the students. This policy is not to discourage parental involvement in the school, but to ensure the safety of all children on school grounds.

Early Release Days – 12:00 p.m.

There are several days identified during the school year as early release days. Parents will be notified of these days by the school calendar, the Briggs at Large and AWRSD webpage. Students will take their usual means of transportation home unless the school is notified of a change by the parent or guardian. No medications will be given after dismissal and lunches are not served on these days.

Notices (Handouts)

School to home communication is conducted through handouts delivered by your child. Notices are sent home periodically and may require a parent/guardian signature, so please check with your child daily for handouts.

Phone Calls

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office at any time between 7:30 am and **3:45 pm**, Monday through Friday, for assistance.

Parents wishing to speak with a teacher should leave a message with the office staff and expect a return call at the end of the school day.

978-827-1410, 978-827-1411, 978-827-5750 after 7:30 a.m.

Students are encouraged to be responsible for their own belongings and school-related materials. We discourage calls home for forgotten items.

Email

Parents wishing to communicate with our staff are invited to utilize our email system. (i.e. first initial last name@awrsd.org – cwright@awrsd.org)

Notes from Parents

Written notes are required from parents in the following situations:

- If phone contact has not been made with the office when your child has been absent or is late for school,
- When your child is to be dismissed prior to end of the school day, or
- When your child will be picked up after school by someone else other than their usual transportation.
- Any emergency request to ride a bus, or a different bus, must be requested in writing by the parent or guardian and submitted to the school office.

Invitations

It has been the school's policy to prohibit the practice of the distribution of birthday or party invitations. There are several reasons for this posture, many of which are legal in nature. The overriding issue is that too many children experience significant hurt when they are not invited to parties. School is definitely not a place where children should have to be subjected to such embarrassment and/or discomfort in front of peers. Invitations should be handled outside of school.

Valuable Items

Students tend to bring items to school that are not appropriate to the school setting. They not only interfere with the academic climate, but cause disruptions to the school day, and may be lost or stolen. The following is a list of suggested items not allowed at school: backpacks, **electronic devices, (i.e. electronic pets, CDs, mp3 players, ipods, cell phones, digital cameras, dvd players)**, trading cards, and other objects of value. **Dolls, stuffed animals, and other toys are discouraged but permitted with prior teacher permission (Show & Tell, Sharing, etc.).**

Parent Complaint Resolution Procedure Policy

Whenever there is difference of opinion or complaint, the philosophy of the Ashburnham-Westminster Regional School is to resolve all problems at the point closest to that issue. Please refer first to the staff person with whom the problem exists. If the issue is not resolved please contact the school principal. The principal may schedule an individual meeting prior to a "group" meeting of the parties involved. If in the very rare circumstance the problem is not resolved, the next meeting will take place at the superintendent's level as soon as the superintendent would be available to mediate the issue.

Lost and Found

Most lost and found items are located in the lobby area. Several times per year items are put on display in the lobby area near the main entrance. Periodically throughout the school year all unclaimed items are donated to charity. Please label your child's items.

School Hours: Kindergarten: – Grade 5 8:30 am - 2:55 pm

Students should not arrive before 8:20 am unless they are enrolled in the Extended Day Program. There is no supervision before this time. Upon entering the building, at 8:20 a.m. students should go directly to their classroom.

Any student arriving after 8:30 a.m. must sign in at the office, and will be recorded as tardy.

Library

All students are allowed to take books out of the school library. Students in kindergarten and first grade may take out one book per-visit. They are not allowed to take them home. Students in grades two through five may take out two books for at least two weeks and may take them home. These students may also take out additional books for special and research projects, with the permission of the librarian. Fines are not collected for overdue books but all library books must be returned in a timely fashion. All library books have to be returned by the end of the school year or the student who has signed the book out will be responsible to pay for the book's replacement. Should the book be returned at a later date, the librarian will refund the students money.

Outdoor Recess

Outdoor recess is a vital part of a school's program and all able children **must** participate. If your child is not well enough to go outside at recess, your child should not attend school. If special conditions exist, preventing participation in the activities at outdoor recess, a physician's note is required for the child to attend school and remain inside.

For the safety of all students, certain items are prohibited from playground use, i.e. wooden bats, lacrosse sticks, hockey sticks, hardballs, etc.

Clothing Guidelines

Students are expected to be neat, clean, and respectful in their appearance. The guidelines for school dress are:

Clothing should be appropriate for the type of weather. All outerwear and any clothing that may be taken off (coats, sweaters, etc.) should be labeled with an identifying mark. During winter months, students must wear boots and snow pants to play in the snow. An extra pair of shoes should be provided so the children can take off their boots after recess. In addition, please consider providing an extra pair of socks for your child. Sandals and "flip-flops" are not appropriate footwear for recess or physical education classes, therefore it is suggested all students have access to sneaker type footwear for ALL activities.

Outside coats or jackets are not to be worn in class unless building conditions necessitate additional clothing.

Caps, kerchiefs, and bandanas are prohibited from wearing in school. Please keep these items for outside use.

Appropriate clothing choices are appreciated and students are highly discouraged from wearing "short shorts", tube tops, halter-tops or any clothing items that expose the midriff. Clothing that advertises alcoholic beverages, drugs, or tobacco, or with offensive or questionable slogans or messages is not allowed. Please refrain from sending your child to school with extra accessories such as chains, as they pose a safety issue on the playground.

Any student who does not dress appropriately as decided by the Principal or designee, will be sent to the nurse *or* home to change or parents will be called to bring a change of clothes to the school.

Homework

The homework policy of the Ashburnham-Westminster School District is a part of our educational program that fulfills both academic and non-academic purposes. It refers to work assigned by a teacher to be completed by the student outside of class time and is not limited to that which can be written. Homework is intended to provide an opportunity for integrating home and school experiences.

The goals of our homework program are:

- * to encourage shared responsibility of parents, students and teachers
- * to reinforce skills through appropriate assignments
- * to create a positive home-school connection
- * to extend literacy into the home

Responsibilities of Parents

Promote a positive attitude toward homework and reinforce its value by:

Establishing a consistent homework routine that includes a quiet work environment with appropriate supplies and materials

- * Clarifying directions
- * Fostering pride in the completed task
- * Communicating with teachers regarding questions and difficulties of the assignment

Responsibilities of Students

- * Receive and record assignments
- * Ask teacher for clarification and/or help if assignment is not understood
- * Show effort and do best work
- * Complete and return assignments on time
- * Inform teacher of any difficulty regarding the assignment

Responsibilities of Teacher

- * Communicate homework expectations to parents and students
- * Ensure that assignments are connected to the curriculum and appropriate for students
- * Create an environment where students are able to ask for clarification of assignments
- * Provide feedback of homework in a timely manner
- * Respond to parent concerns and keep parents apprised of homework issues
- *

Guidelines for Building Community and Fostering Self Discipline and Respect

Creating a safe, caring and productive school community is essential for all students to reach their full potential. As members of the Briggs school community students have a responsibility to help create an environment where everyone feels, safe, valued, and ready to learn. To help foster this respect for one's self and others, rules and guidelines are created to set standards of behavior and to help settle conflicts. When someone breaks a rule there are consequences to one's actions. Consequences are effective in changing behavior when they are logical and help students build self discipline. Consequences that are seen only as punishment often end up teaching students only to feel bad about getting caught.

General Rules

These rules shall be followed in each classroom, as well as hallways, restrooms and throughout the school.

Treat others as you would like to be treated

Show respect

Value rights

Be responsible

When appropriate, children are provided with an opportunity to make amends or reparation. An apology by way of action may be a consequence in some situations.

Classroom Rules

During the first few days of each school year, teachers and students together discuss what are their goals, hopes and dreams for the year. Special attention is given to discussing what type of classroom community is needed so that everyone can realize their hopes for the year. Students and teachers work together to design rules that will protect and serve the classroom.

The rules designed by the class should number no more than four or five and be applicable to a wide range of situations. The rules should be positive in nature, reminding students what behavior is expected rather than a list of No's and Do Not's.

Once the rules are established, teachers will post them in the class and refer frequently to the rules that were established by everyone. The teacher may also use role playing and modeling to reinforce the rules and in discussing the consequences of not following them.

Consequences

The three major approaches to increase responsibility and self discipline of students at John R. Briggs School can be broken down into the following: “You break it - you fix it”, Loss of Privilege and Quiet Time. For consequences to be effective it is important that they be logical, realistic and relevant.

An example of “You break it- you fix it” is a student may be asked to stay in at recess to clean up a mess they made at lunch or during class. A student who breaks school property due to misuse may be asked to fix it or replace it

In Loss of Privilege, a student who breaks recess rules may lose the privilege of participating in recess.

In Quiet Time, students who are causing a disturbance/distraction to others may be asked to move themselves to a predetermined place in the classroom. The students can rejoin the class when they feel capable of following class expectations.

If you would like more information, “The Responsive Classroom” by the Northeast Foundation for Children may be borrowed from the Guidance Department at John R. Briggs School.

Steps to Self Control

1. Students are given a single reminder about inappropriate behavior in the classroom.
2. Following a reminder, a brief quiet time (2 minutes or less) or thinking time will be arranged for the student to regain self-control, after which the student will return to the lesson or activity.
3. If during the quiet time, the student continues to behave inappropriately, the student will be sent to a “team-teacher’s” room for a quiet time. The student may be asked to stay for the rest of the period, after which the student will return to the classroom to resume regular activity.
4. Should a student become disruptive in the “team-teacher’s” classroom or continue to behave inappropriately upon return, a teacher will be asked to escort the student to see the Principal or designee where the student will spend a quiet time. The Principal will determine when that student is ready to reenter the classroom. In this case, the parents will be notified that step four has been reached. This will require that a parent come to school or call at the beginning of the next day to confer with the teacher to reestablish expectations at the outset of the new school day.
5. In extreme situations, where a student may be physically out of control, a teacher may remove the class from the situation. Arrangements will be made for the child to be sent home immediately.
 - Under extreme circumstances, an adult will be called to escort the child from the classroom. Adults will not use physical restraint to escort a child and will resort to such restraint only in instances where the physical well-being of a child or adult is threatened.
 - The above procedure is utilized for out-of-control behavior in order that children regain their self-control in the shortest time possible. Other logical consequences such as loss of privilege or an “apology of action” may be suitable for other misbehavior. In such cases teachers work with students to improve their behavior through these and other appropriate means that are reasonable and respectful of student needs.
 - For some children, these steps to self-control may not be enough or may not be successful. In such cases specific behavior management plans may be developed with the knowledge and help of parents, teachers, specialists and administrators.

Anti-Bullying Policy

Everyone at the John R. Briggs Elementary School is committed to making our school a safe and caring place for all students. We will treat each other with respect and we will refuse to tolerate bullying of any kind at our school. The John R. Briggs School provides information to the students about bullying and how to prevent it.

BULLYING IS UNFAIR AND ONE-SIDED. IT HAPPENS WHEN SOMEONE **KEEPS** HURTING, FRIGHTENING, THREATENING OR LEAVING SOMEONE OUT ON PURPOSE.

Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping or pushing
- Stealing or damaging another person’s things
- Ganging up on someone
- Teasing someone in a hurtful way or name calling
- Using put-downs, such as insulting someone’s race or making fun of someone being a boy or girl.
- Spreading rumors or untruths about someone

- Leaving someone out on purpose or trying to get other kids not to play with someone

Students at John R. Briggs School will prevent bullying by:

- Treating each other respectfully
- Refusing to bully others
- Refusing to watch, laugh or join in when someone is being bullied
- Trying to include everyone in play, especially those who are often left out
- Reporting bullying to an adult

Teachers and Staff at John R. Briggs School will prevent bullying and help children feel safe by:

- Supervising students in all areas of the school and playgrounds
- Watching for signs of bullying and stop it when it begins
- Responding to bullying reports using the **Four-A Response Process:**
 - A – Affirm Feelings*
 - A – Ask Questions*
 - A – Assess Safety*
 - A – Act by coaching child on what to do in the future*
- Looking into all reported bullying incidents
- Respecting a student and/or parent/guardian’s request when reporting a bullying incidents
- Assigning consequences to the bully
 - First Offense:** Your teacher or another adult staff member will talk to you about the misbehavior, assist you with problem solving and issue appropriate consequences.
 - Second Offense:** An adult will send you to the principal/assistant principal/school adjustment counselor and/or designee to discuss the misbehavior, assist you with problem solving, issue appropriate consequences, and call a parent depending on the severity of the offense.
 - Third Offense:** You will be sent to the office, the principal/assistant principal will contact your parent/guardian and a meeting will be held to develop a plan to change the behavior
 - Fourth Offense:** Possible short term suspension
- Providing immediate consequences for retaliation against students who report bullying.

Playground

Proper play is expected of all students at all times. If students are having a problem with any other student, they are to inform the teacher or supervisor on duty. When out on the playground, students need to:

- Treat others as you would like to be treated.
- Use all playground equipment in a proper manner; one that is respectful to others and provides safe conditions for all.
- Before leaving the playground area ask permission from a teacher or playground supervisor.
- During the winter months students must wear boots and snow pants to play in the snow.
- When the bell rings, enter the building quietly in a single file.

Cafeteria

Proper respect and manners are expected of students at all times. If students are having a problem with any other student, they are to inform the teacher or supervisor on duty. When in the cafeteria, students need to: talk quietly at their table, raise their hand to ask for permission or help, and be responsible for their own trash in their immediate area (table and floor).

• Immunizations

Massachusetts State Law requires all students enrolled in school to have an up-to-date Certificate of Adequate Immunization before they attend classes. This form must be obtained from the student's personal physician. Check with the school nurse to find out what the current list of mandatory immunizations includes.

Medication Policy

All medications must be **brought** to the health office by a responsible adult. In the event medication must be given during school hours, a parent/guardian must sign a medication permission form **that will be kept** on file in the office. The medication will be dispensed only when accompanied by written permission from a parent and with the child's attending physician's order and only under the following conditions:

The medication must be in the original container which is clearly labeled with the following:

- Name of student
- Date of prescription
- Name of the medication and dosage
- Name of the prescribing physician
- Number of times medication is to be given:

All medication orders must be renewed at the beginning of each school year. For short-term medications, such as antibiotics, the prescription label may be used as the doctor's order.

Non-prescription drugs or over-the-counter medications may be given only when approved in writing by a physician stating the dosage and times of administration. Medication must be in the original container and supplied by the parent/guardian. Since we have a school doctor's order for Acetaminophen, Ibuprofen, and Tums, a signed parent permission note is all that is required for these medications.

The school medication policy also applies during field trips. The nurse may delegate other personnel to give medication in the event of field trips with parent/guardian permission.

Please contact the school nurse for more information regarding the distribution of medication if you have specific questions.

Policy for Exclusion of Contagious Conditions

The following are common among school children and are considered to be communicable or contagious conditions. Health Department Regulations require that a child be excluded from school for the following conditions:

Head Lice/Nits: Students with head lice/nits may not return to school until hair has been treated and all eggs/nits have been removed. We conduct pediculosis(head lice) screenings as needed.

Conjunctivitis: The student must remain out of school until medication has been started.

Strep Throat: The student must remain out of school until medication has been administered for 24 hours.

Scabies: The student must remain out of school until treatment has been started.

Fever/Vomiting: The student must remain out of school 24 hours, fever-free/vomit free (without the aid of medication)

Health Programs

Vision and Hearing Test

All students are tested each year by a school provided tester. Notice of any failures are sent to the parent by the school nurse for follow-up. The school nurse should be contacted if there are any questions. Results of the follow-up are to be returned to the school nurse.

Physical Exams

State law requires physical exams; the local school district decides the years. State Law requires physical exams for ALL new students including those entering Kindergarten. Ideally, this is done by a family physician who knows the child. The exam is recorded on forms provided by the school and returned to the school nurse, where it becomes part of the student's health record.

Dental Exam

Students in Kindergarten are eligible for a dental exam. Students in Grade 2 and 4 are also eligible for dental exams as well as cleanings and fluoride applications. These programs are free of charge, but require written parent's permission.

BMI – Body Mass Index

Students in grades 1 and 4 will have BMI (body mass index) calculated and the results will be reported to parents/guardians.

Serious Injury or Illness

Following an injury or serious illness, a doctor's note indicating restrictions and/or activity should be presented to the nurse.

School Accidental Insurance: In the beginning of each school year, an application for school accident insurance is sent out. If you have any questions, contact the school nurse.

Comprehensive Health Insurance

Mass. Health and Medical Security Plan applications are available from the school nurse, for those parents who do not currently have a health insurance plan for their children.

Scoliosis/Postural Check: All 5th grade students will be checked for scoliosis. Parents are notified if any abnormalities are found.

Cafeteria – Food Service

The Food Service Department provides lunch for a cost of **\$2.50** per meal.(subject to AWRSD School Committee change). Parents are encouraged to pre-pay lunch by sending in the pre-payment amount on Mondays for the total cost of the number of lunches that they desire to pay. A record is kept of each child's balance and purchases. Lunches not purchased due to absence or lunches brought by the child will be credited on the next day. You will be informed when your child's pre-payments have been exhausted.

By using the pre-payment system, time collecting money is reduced, therefore allowing more eating time for your child. Should you prefer to pay on a daily basis, please try to limit small change, as small children are apt to lose it. Less change will also speed up the cashier, allowing more time to complete the child's lunch.

Free/Reduced Lunch Forms are available through the school office. If your financial status changes during the school year, be sure to contact the Food Service Department to help determine eligibility for Free or Reduced Lunch.

Extended Day Program

The John R. Briggs Ashburnham Westminster Regional School District Extended Day Program provides safe and convenient childcare from the hours of 6:30 a.m. to 6:00 p.m., before and after school, professional development days and vacation weeks and is open to all students from JRB. Supervised activities, games, crafts, indoor and outdoor play are offered each day, weather permitting. All students are also provided the opportunity to do their homework along with "Homework Club" for the older students, which is run by a classroom teacher. The program is housed in the J. R. Briggs Cafeteria, making it a convenient place for students to also take advantage of other before and after school-based activities; such as Scouting, music lessons, etc. Scheduling is very flexible and can meet most families' needs.

The program is financially self-sustaining through the collection of parent fees. Cost is determined by each child's schedule - an hourly fee is charged for all time reserved and is payable either weekly or monthly. A yearly registration fee is required with discounts available for families with more than two children. Periodic enrichment courses are also offered through Extended Day. All students must be pre-registered in the program before attending.

For additional policy information, please contact the Extended

The John R. Briggs – Ashburnham Westminster Regional School District Extended Day Program provides safe and convenient childcare before and after school and is open to all students from JRB. Supervised activities, games, and crafts are offered each day. Students are also provided with a quiet area in which to do their homework. The program takes place in the J. R. Briggs Cafeteria, making it a convenient place for students to do to before and after school-based activities; such as Scouting, music lessons, etc. Scheduling is very flexible and can meet most families' needs. The program is financially self-sustaining.

All students must be pre-registered in the program before attending. A yearly registration fee is required with discounts available for families with more than two children. Periodic enrichment courses are also offered through Extended Day.

For additional policy information, please contact the Extended Day Director or Program Coordinator at **(978) 827-4701**.

Safety and Transportation

The following general safety guidelines are issues that every parent should discuss with their child.

- Be sure that your child knows their full name, address, telephone number, and parents' place of work. They should also know the name and phone number of a grandparent, relative, or friend in case their parent or guardian cannot be reached.
- Warn against speaking to strangers or accepting rides, candy, money or anything else from them.
- Stress the importance of going directly home after school and coming straight to school in the morning.
- Stress safeguards such as policemen, traffic lights, white lines and the like.
- Show your child the most direct and safest route to school or the bus stop. Take them over the route several times before the first day of school. Point out landmarks and potential hazards.
- Discuss a plan with your child in the event they come home and no one is there.

Walker Safety

Students walking home from school are dismissed after the buses leave. If your child is a "walker", please periodically review the following safety rules throughout the school year.

- Do not accept rides from strangers.
- Know the quickest and safest route from home to school.
- Walk directly home. Do not stop along the way at playgrounds or a friend's house.
- Walk in a single file on the shoulder of the road facing traffic if there are no sidewalks. Do not walk in the road.
- Use extra care when crossing the streets.
- Be constantly alert when crossing driveways and look in all directions for approaching vehicles.
- Dress appropriately for the weather and wear light reflective colors when darkness is approaching.
- Respect private property.
- Allow time to walk to and from school safely and on time.

Bike Safety

Students biking home from school are dismissed after the buses leave. If your child rides their bike to school, please periodically review the following safety rules throughout the school year.

- Bike riders must have written permission from their parent/guardian. (one note per year is sufficient)
- Students who ride their bikes to school must wear helmets. It's the LAW.
- Teach your child to ride on the right side of the road with traffic obeying all traffic signals and signs.
- Each child should walk their bike across busy streets and intersections.
- Park your bike at the bike rack and have a lock or chain to secure it.
- Bikers must sign in at the school office each morning and sign out when leaving.

Bus Safety

Parents are urged to periodically review school bus safety issues with their children. The following can be used as a basis for discussion.

- Wait for the bus in an orderly manner and stay out of the street.
- Approach the bus only when it has come to a complete stop.
- If you need to cross the road, wait until the "stop arm" is fully extended and the driver signals to cross.
- Be courteous to other students and the bus driver.
- Know what to do in the event the bus does not show or your child misses the bus.

Bus Rules

Riding a school bus is a privilege enjoyed by passengers who are safe and courteous. Students need to be well-behaved, courteous, and responsible. Bus rules and regulations are as follows:

- Students are to ride the bus to which they are assigned.
- Any emergency request to ride a bus, or a different bus, must be requested in writing by the parent or guardian and submitted to the school office.
- Upon entering the bus, students will immediately sit in a seat facing forward with feet on the floor.
- Students should remain seated until they arrive at their designated stop.
- Keep aisles clear at all times.
- Students riding the bus will comply with requests and directives of the bus driver.
- Students may open windows upon request. Once permission is granted by the bus driver and windows are open, students need to keep hands, arms, and head away from open windows.
- Students should respect those sharing the bus with them. Talk in quiet voices. Keep hands, feet, and other objects to oneself.
- No eating, drinking, or gum chewing.
Toys are discouraged; they easily become lost.

It is the driver's responsibility to maintain safe conditions during transit. Students who do not follow the rules and regulations may lose their school bus privilege. The following actions will follow:

First Offense: Warning and the parents will be advised of the misbehavior.

Second Offense: The Principal or designee will have a conference with the parents before the student is allowed back on the bus.

Third Offense: Bus transportation privileges may be revoked for a period determined by the Principal or designee.

*** School administrators reserve the right to suspend bus privileges as consequence for inappropriate behavior**
School Bus Company: .First Student 978-827-5103

Car Rules

To ensure the safety of children getting on and off buses at arrival and dismissal times, NO vehicles are permitted to enter or exit the *first entrance of the* circular driveway between 8:15am – 8:45 am and 2:30 pm - 3:15 pm. Parents bringing children to school at arrival time in the morning should enter the second driveway and proceed directly to the upper wing playground. Drop off children in the playground area so they can use the sidewalks. Parents picking up children at dismissal time should repeat the same procedure as drop-off and proceed to the office to dismiss their child. All "pick-ups" occur inside of the school; parents/guardians must sign the dismissal sheet and may be required to show identification.

No parking in the crosswalk area. Your car may be ticketed with a "notice of no-parking zone".

Academic Performance and Programs

Reporting Progress

In an ongoing effort to improve the quality of education at John R. Briggs the professional staff conducts trimester report cards (November and March); as well as two progress reports throughout the school year.

Parent-Teacher Conferences

Formal Parent-Teacher Conferences are scheduled two times per year (November and March) to discuss academic and social progress/goals and any related issues and or concerns. Parents are encouraged to request additional conferences whenever the need arises.

Open House

Open House/Parent's Night is scheduled for September. Parents/guardians meet their child's teacher and discuss the educational philosophy and plans for the school year.

Testing/Assessment

The Massachusetts Comprehensive Assessment System (MCAS) exams are administered annually in March - May to students in Grades 3, 4 and 5. All children are assessed prior to entering kindergarten to determine if there are special learning needs (*see below*).

Kindergarten Screening

Kindergarten screening is a function of the Special Education Department **and is conducted the first week of school**. Each community is required by Chapter 766 to screen all children entering kindergarten. The purpose is to identify any problems which might interfere with academic progress. The screening includes: a developmental history form completed by the child's parents/guardians, a speech/language screening, a readiness evaluation, and a comprehensive health assessment by your child's doctor.

Kindergarten *vision* screening is held in *the spring*. Please call John R. Briggs Elementary School (978-827-5750) for more information.

Make-up Work

Homework assignments will be provided for students absent for two or more days. We ask that families limit the number of absences due to extended vacations. Therefore; homework will not ordinarily be prepared in advance for students who do not attend school because of family vacations. We ask that students be responsible for missed work upon their return to school.

Placement

Placement is a lengthy process that involves all teachers, specialists, support personnel, guidance and the principal. We use a wide range of criteria (i.e. achievement, special needs, learning styles, etc.) to assist us in developing class lists. Parents may provide in writing educational reasons that may be helpful in their child's placement. For example, a child may do better if they have a teacher with a certain type of teaching style. It is important to note that requests for specific teachers cannot be accepted. After consultation with the placement process team, the final decision rests with the principal. Input should be submitted to the principal on or before **mid-May**.

Student Record Regulations

The student record is comprised of two sections:

Transcript: includes only minimal information necessary to reflect the student's educational progress, such as name, address, course titles, grades, credits, and grade level completed. It is kept for at least 60 years after the student leaves the system.

Temporary record: contains the majority of the information maintained by the school about the student. May include such information as standardized test results, participation in school-sponsored extra-curricular activities, evaluations, and comments by teachers, counselors, and others.

At the end of Grade 5, only the transcript and standardized test scores are sent to Overlook Middle School. Parents/guardians may send a note stating their desire to pick up, and sign for, the temporary record. All records not picked up by July 31 will be destroyed.

Record Inspection

Parents/guardians have the right to inspect all portions of the student record upon request. The school is required to make the record available to you no later than two days after receiving your request, unless you consent to a delay.

You also have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

You may request to have parts of the record interpreted by a qualified school professional, or you may invite anyone else you choose to inspect or interpret the record with you.

Record Confidentiality

With a few exceptions, only parents/guardians, the student (age 14 and over), and school personnel working directly with the student are allowed access to information in the student record without the specific, informed, written consent of the parent/guardian.

Records are stored in a locked cabinet, centrally located in the school and parents/guardians removing the record will sign them in and out.

Record Amendment

Parents/guardians have the right to add relevant comments, information, or written materials to the student record. Additionally, parents/guardians have the right to know that information in the record *can* be amended or deleted. Parents have the right to a conference with the school principal to make any objections known. Within one week after the conference, the Principal must render a written decision. If you are not satisfied with that decision, you have the right to appeal it to the Superintendent.

Standardized Achievement Testing

The Massachusetts Comprehensive Assessment System (MCAS) exams are administered annually in the spring (March – May) to students in grades 3, 4, and 5.

Environmental Camp – Nature’s Classroom - 5th Gr. Program

Each spring, the 5th graders at J. R. Briggs are offered the opportunity to attend a school endorsed and parent-funded weeklong educational experience, “Nature’s Classroom”. J. R. Briggs students attend Nature’s Classroom with the 5th grade students from Westminster Elementary School. This is believed to be an excellent opportunity for students from both schools. Attempts will be made yearly to continue this joint venture.

Students are accompanied by teachers and staff from J. R. Briggs and by parent chaperones. Students are given the opportunity to participate in a fundraiser to raise some or all of their tuition. This fundraiser is organized by our Nature’s Classroom Coordinator, and details are sent home with each 5th grade student. A parent information meeting is offered during the school year, as well as an overview of the program for the students. Partial student scholarships are available through our Enrichment Fund for those students qualifying for Free or Reduced Lunch, or other extenuating circumstances.

School Choice

School Choice slots are determined during the summer and are based upon the number of student openings that may occur for the upcoming school year. School Choice openings are voted on by the AWRSD School Committee. Parents interested in applying for School Choice should notify the Superintendent’s Office by June for the following school year and will be notified during the summer of acceptance.

Special Education

The John R. Briggs School offers a variety of special programs to help all children reach their potential. Special education services include a variety of academic support personnel: teachers, speech and occupational therapists, and school adjustment/behavior counselors.

Children are screened for special education services through the SST (Student Success Team.) The team includes administrators, specialists, and both special education and classroom teachers. The SST team meets regularly to help identify and solve learning difficulties within the classroom. Referrals to the child study team can be made by both parents and/or teachers. If the child's difficulties can not be resolved by the SST Team, a referral for special education testing will be made.

According to state and federal laws, a child needing special services due to a learning, physical or behavioral disability has the right to be educated in the least restrictive environment. This policy, known as *inclusion* means, whenever possible, special education services must be provided in the regular classroom setting by a certified specialist at each grade level. Separate programs or classes can only be used when the severity of the special need prevents the student from receiving a satisfactory education.

Guidance & Counseling

A fulltime school adjustment counselor is available to assist students and parents with everyday problems as well as make referrals to outside agencies as necessary. The school adjustment counselor also works with teachers and students within the classroom on developmental issues.

Title I Program

*Title I is a federally funded program to assist our **early readers** with language and reading skills. Once a student is identified; the Title I Teacher will provide **reading support** services to the student* Students do not need to have a special education evaluation to receive services.

School Resource Officer

The John R. Briggs School has a working relationship with the Ashburnham Police Department through our School Resource Officer. Working in conjunction with our School Adjustment Counselor, the School Resource Officer assists with a number of our safety programs.

504 Accommodation Plans

The Section 504 Plan is part of the Rehabilitation Act of 1973 which prohibits discrimination against people with disabilities. A Section 504 Plan "levels the playing field" for students with medical, physical, and emotional disabilities by eliminating barriers in the academic setting. This is accomplished by creating a plan of accommodations that will benefit the student's academic needs. Disabled students, that also have learning difficulties, are serviced through Special Education.

List of Community Resources

North Central Human Services (NCHS)

NCHS is a licensed community mental health center serving the Ashburnham area. NCHS provides a wide range of psychiatric services, including outpatient counseling, emergency assistance, and substance abuse counseling. 978-632-9400

The Lipton Center

The Lipton Center is a comprehensive licensed mental health agency. The center provides a variety of psychiatric services, including child, couple, and family therapy. 800-977-5555 or 800-534-6116

Family Continuity Programs (FCP)

FCP is a licensed non-profit mental health center that specializes in home-based family counseling and crisis intervention. 800-469-9888 or 800-345-9500

Mount Wachusett Community College

The college offers a variety of free basic skills and GED preparation classes to the community. 978-632-6600

Hotline Numbers

Parents Anonymous **1-800-882-1250**
Alcohol and Drug Abuse Information **1-800-327-5050**
Smoking Cessation Information **1-800-422-6237**

Appendix A

Detention, Suspension and Expulsion Policy

The following policy is enacted through the 1993 Massachusetts Education Reform Act. A copy of these laws is available through the Principal, Superintendent, and the Massachusetts Department of Education.

In-School Suspension

As an alternative to being sent home for behavioral problems, students may be placed in another classroom to work for a day. During that time, the student can not participate in recess and is not allowed to eat lunch with his/her peers. The student is expected to work quietly on assignments, and not talk to other students.

Out of School Suspension

- Every member of the school community has the right to a safe and constructive environment. Each student is expected to behave in a way that does not disrupt or interfere with the educational process of others. Therefore, the Principal may decide to suspend any student who has repeatedly failed to follow the school's expectations and rules for student behavior.
- Students will be subject to suspension when involved in incidents of severe misbehavior, such as, but not limited to:
 - Threatening, creating, or carrying out any action that is potentially harmful to others or themselves.
 - Leaving the classroom, building or school grounds without permission.
 - Using obscene, abusive or improper language.
 - Defacing or vandalizing school property.
 - Taking school or personal property without permission.
- Suspensions may be issued by the Principal for a period of one to ten days and are considered a "last resort" to develop appropriate behavior. The purpose of suspending a student is to remove that student from the situation where the misbehavior has occurred. Depending on the circumstances, suspended students may be given "in-school" or "at-home" suspension. Students who receive "in-school" suspension remain in school but are separated from their classmates for the duration of their suspension. Students who receive "at-home" suspension may not visit the school at any time during the period of their suspension.
- Suspended students may not participate in any school activities, attend any evening functions at the school, or take part in any school sponsored event held on or off school premises. Because of the seriousness of suspension, we also feel that suspended students should not be allowed to participate in any sports related activities. All academic work missed during a school suspension must be made up according to the schedule established by the classroom teacher.

Due Process

- A student is entitled to a meeting with the Principal prior to the suspension period. This meeting will include:
 - A verbal notification for the reason of the suspension.
 - An opportunity to present their side of the story.
 - An explanation of the evidence and basis for the suspension.

- Every effort will be made to notify the parents by phone of the suspension and their responsibility to pick their child up from school. In addition, parents will receive a letter outlining the reason for suspension and any related conditions.
- If a student leaves school grounds, is destroying school property, or presents an immediate danger to himself/herself or others, a parent or guardian must pick their child up from school immediately. If a parent or guardian cannot or will not pick up their child, the police will be called to remove the child from school. A meeting with the Principal or designee will be held as soon as possible after the suspension has begun.
- A student will not be re-admitted to school without a meeting with the Principal or designee, student and parents, to determine if the student is ready to follow the behavioral guidelines of the school.

Expulsion

- In certain circumstances such as those listed below, a student may be subject to a school committee hearing with a recommendation for permanent removal from the school and school district.
 - Any student who is found on school premises or at school sponsored or school related events in possession of a dangerous weapon
 - Any student who is found on school premises or at school sponsored or school related events in possession of a controlled substance
 - Any student who assaults school personnel on school premises or at school sponsored or school related events

Due Process

- A student subject to expulsion will be given a hearing with the school committee that contains the following procedural rights:
 - Written notice of the charges in the student's primary language.
 - The right to be represented by an attorney or advocate at the student's expense.
 - Adequate time to prepare for the hearing.
 - Access to documented evidence prior to the hearing.
 - The right to request that witnesses attend the hearing and to question them.
 - A reasonably prompt written decision including specific grounds for the decision.
- The student will have the right to appeal to the Superintendent of Schools within 10 days of the written decision. However, the student does not have the right to attend school during the appeal process.

Discipline of Students with Special Needs

Discipline of Special Needs Students

The disciplining of special needs students is governed by federal and state special education law and the regulations promulgated there under. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., 34 C.F.R. section 300.519, et seq., and Massachusetts General Laws c.71B.

If a special needs student has violated school rules, the school may suspend the student from his or her educational placement for up to ten school days without consideration of manifestation rights. If a student on an Individual Educational Plan (IEP) is suspended for more than ten days in a school year, the team must conduct a manifestation determination.

During a manifestation determination meeting, if the team answers yes to either of the following questions, the student's conduct is considered to be a manifestation:

1. Was the conduct in question caused by or did the conduct have a direct and substantial relationship to the student's disability; or
2. Was the conduct in question the direct result of the district's failure to implement the IEP?

When the conduct in question is deemed to be a manifestation of a student's disability, the team must conduct a functional behavioral assessment and implement a behavior intervention plan. Regardless of whether a behavior is deemed to be a manifestation or not, the district is obligated to provide services that will enable the student to continue to receive a free appropriate public education.

School personnel may order a change in the placement of a student with a disability to an interim alternative educational setting for up to forty-five (45) days if a student 1. carries a weapon to school or to a school function; or 2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or at a school function. Under the described circumstances in this section, or if the removal of a student will constitute a change in the student's placement, a student's IEP team may convene to review the student's educational program and the misconduct.

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students with special needs demand a greater degree of flexibility and understanding when applying the rules and considering the consequences. In fact, Chapter 766 of the Massachusetts general laws requires that additional provisions be made for students who have been found to have special needs by an evaluation team and whose program is under an individualized education plan (IEP). The following policy is enacted through these laws.

- The IEP for every special needs student will indicate whether the student can be expected to meet the school's discipline code. If the student's needs prevent him from meeting the code, a modified program will be described in the IEP.
- Every teacher and staff member in regular contact with the student will be informed of the modified program described in the IEP.
- A student whose misbehavior is not a result of his special needs as defined in his IEP, is subject to all the consequences of misconduct including suspension from school. A student whose misbehavior is a manifestation of his special needs is exempt from suspension except in an emergency situation.
- If a special needs student is suspended, the Principal will notify the special education office of the length and reason for the suspension. A record of such notices will also be kept at the school.
- In the event the suspension(s) of a special needs student exceeds ten days (cumulative) in one school year or the student's misconduct is serious enough to warrant expulsion, an emergency team meeting will be held to review and determine the appropriateness of the student's placement and IEP.

Appendix B

Hazing Regulations

Hazing as described by Massachusetts General Law, Chapter 2690, Section 17 is prohibited. Participants will be suspended from school for five (5) days. Organizers of the incident will be suspended for ten (10) school days. All such incidents will be reported to law enforcement authorities for further action.
An Act Prohibiting the Practice of Hazing

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby adding the following three sections: 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 more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to 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.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, 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.

Appendix C

An Act Providing For Drug Free Schools

Effective July 1, 1989, anyone convicted of dealing drugs within 1000 feet of an elementary, vocational or secondary school will face a two-year mandatory prison sentence. It will not matter whether the dealer know he/she was near a school, whether it is a public or private school, or in session at the time of the offense. The law will pertain to drug distributors, manufacturers or persons possessing a controlled substance with intent to distribute it. A fine of up to \$10,000.00 may also be imposed but not in lieu of the two-year term of imprisonment.

Appendix D

AWRSD - WEBPAGE PUBLISHING POLICY

Our district has chosen to adopt the following regulations with respect to all of our school webpages.

Supervision of Webpages

Responsibility for the content of a school's website will rest solely with the building principal. The principal, at his or her discretion, may select a person, or persons (hereafter referred to as the webmaster) to maintain the school website in a fashion that is consistent with the regulations set forth in this policy.

Quality of Content

Each school webpage will be designed and maintained in such a way as to meet the following criteria:

1. anything that appears on the school webpage will be grammatically correct and free of spelling mistakes
2. the webpage should be well organized, professional in appearance, and offer ease of use for those who visit the site
3. the only links (quick connections to other sites on the World Wide Web) which will be posted on the webpage are those which have been thoroughly checked out by the webmaster and deemed to be of educational value
4. the webpage will not contain ANY links to staff or student homepages

It must be clearly understood that any material submitted for publication (by either a student, staff member, or community member) may be accepted or rejected by the building principal based on its educational merits and the needs of the school at that point in time.

Publication of Student and Staff Information

Publication of student information will be implemented in a tiered approach.

At the high school level: the following information, in any combination, may appear on the school webpages: individual and/or group photographs, student work, and a student's full name.

At the middle school level: group photographs and side profiles may appear on the school webpages. However, no names shall ever be linked to a photograph. Student work shall be identified by first name and last initial only.

At the elementary school level: NO student photographs, either group or individual, shall appear on any school webpages. Student work shall be identified by first name and grade level only.

For purposes of this policy, student work shall be understood to be (though not limited to) writings, artwork, and musical pieces. Additionally, information at any level may only be published with the expressed, written permission of the student's parent or guardian (see Permission Form).

Permission Form

At the beginning of each school year, the Ashburnham-Westminster Regional School District Webpage Publishing Permission Form will be sent home with each student in the district. Parents/guardians must indicate on the form if they grant or deny permission for their child's name and/or picture to appear on a school webpage. If a parent/guardian fails to complete the form, the district will treat that act as a DENIAL of consent, until otherwise notified in writing by the parent/guardian. This permission form will then be kept on file at the student's respective school. If the student is eighteen, s/he may sign the permission form for her/himself. Student telephone numbers and/or home addresses will not be posted on any school webpage.

A staff member's full name, picture, and school e-mail address can be published on a school webpage provided that the staff member has signed a release form authorizing the publication of such information. Staff home telephone numbers and/or home addresses will not be posted on any school webpage.

Copyright Issues

When student or staff work is published on any school webpage, the webmaster will post a copyright notice prohibiting the copying of this work without written consent.

If a webmaster chooses to incorporate material (text files, graphics, audio files) from another source on the school webpage, s/he must first obtain permission from the copyright owner. The district will furnish each webmaster with a Copyright Permission Form that can be used to garner said permission. Once permission is granted and the material is used, a notice must be placed at the bottom of the school webpage crediting the original producer.

Policy Review

The School Committee will periodically assess the appropriateness of the language contained herein and make any necessary changes to stay current with technological advances.

ADOPTED: 3/28/00

Appendix E

Asbestos Hazard Emergency Reponse Act (AHERA)

Management Plan Notification

In accordance with the AHERA regulations 40 CFR 463, the Ashburnham-Westminster Regional School District must notify, in writing, to the general public that the AHERA Management Plans of each school will be available for review in the office of the Head Custodian of each school between the hours of 8:00 am and 2:00 pm, Monday through Friday or by appointment.

Appendix F

SEXUAL HARASSMENT POLICY OF ASHBURNHAM-WESTMINSTER REGIONAL SCHOOL DISTRICT

I. Introduction

It is the goal of the Ashburnham-Westminster Regional School District to promote a workplace that is free of sexual harassment. Sexual harassment of employees occurring in the workplace or in other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees.

Because Ashburnham-Westminster Regional School District takes allegations of sexual harassment seriously, we will respond to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

II. Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this:

“sexual harassment” means sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature when:

- (a) submission to or rejection of such advance, requests or conduct is made either or implicitly a term or condition of employment or as a basis for employment decisions;
- (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its perverseness:

- Unwelcome sexual advances – whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquires into one's sexual experiences; and,
- Discussion of one's sexual activities

All employees should take special note that, as stated above, retaliation against an individual; who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

III. Complaints of Sexual Harassment

If any of our employees believes that he or she has been subjected to sexual harassment, the employee has the right to file a complaint with our organization. This may be done in writing or orally.

If you would like to file a complaint you may do so by contacting the District's Compliance Officers. Their names and address are posted in the main office of each building. These people are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

IV. Sexual Harassment Investigation

When we receive the complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation we will, to the extent appropriate inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

V. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action as we deem appropriate under the circumstances.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC-180 days; MCAD-6 months).

1. The United State Equal Employment Opportunity Commission ("EEOC")
Congress Street – 10th Floor
Boston, MA 02114
617.565.3200
2. The Massachusetts Commission Against Discrimination ("MCAD")
Boston Office: Springfield Office:
One Ashburton Place–Rm. 601 424 Dwight Street-Rm. 220
Boston, MA 02108 Springfield, MA 01103
617.727.3990.1 413.739.2145

First Reading: 11/26/96

Approved: 12/10/96

Appendix G

AWRSD Physical Restraint Policy

In accordance with 603 CMR 46.00 and MGL CH 69, Section 1B and CH 71 Section 37G, the following policy for physical restraint is hereby established by the Ashburnham-Westminster Regional School District.

This policy governs the use of physical restraint on students in publicly funded elementary and secondary education programs offered by the Ashburnham-Westminster Regional School District.

The purpose of this policy is designed to ensure that students participating in the AWRSD public education program are free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

To administer a physical restraint only when needed to protect a student and/or member of the school community from imminent, serious physical harm; AND To prevent or minimize any harm to the student as a result of the use of physical restraint.

This policy does not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Nothing in this policy precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.

Physical Restraint Regulations For the Ashburnham-Westminster Regional School District

Definitions:

The following terms shall have the following meanings as regards this policy:

Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.

Physical restraint: The use of bodily force to limit a student's freedom of movement.

Public education programs: Public schools, including charter schools, collaborative education programs, special education schools approved under 603 CMR 28.09, except as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs.

Restraint – Other: Limiting the physical freedom of an individual student by mechanical means or seclusion in a limited space or location, or temporarily controlling the behavior of a student by chemical means.

Mechanical Restraint: The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

Seclusion Restraint: Physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

Chemical Restraint: The administration of medication for the purpose of restraint.

Prone Restraint: Placing a student in a horizontal position face down

Side-lying Restraint: Placing a student in a horizontal position on their side

Supine Restraint: Placing a student in a horizontal position, on their back, face upward

The use of chemical or mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian. The use of seclusion, prone, side-lying, and supine restraints is prohibited in the Ashburnham-Westminster Regional School District.

School Working Day: Any day or partial day that students are in attendance at the public education program for instructional purposes.

Procedures and Training:

This policy outlines appropriate responses to student behavior that may require immediate intervention. These procedures shall be reviewed annually and made available to school staff and parents of enrolled students.

Each building Principal shall be responsible for arranging for the provision of training, as approved by the Massachusetts Department of Education, regarding the school district's restraint policy. This training will occur within the first month of school or, for new hires, within one month of employment. The components of the general staff training shall be:

Physical restraint policy;

De-escalation techniques;

Types of restraints and related safety considerations; and

Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student

At the beginning of each school year, each building Principal shall also be responsible for identifying staff who have received in-depth training in the use of physical restraint. This in-depth training will be at least sixteen (16) hours in length and shall include, but not be limited to:

Appropriate procedures for avoiding the need of physical restraint;

A description and identification of dangerous behaviors on the part of students which may require physical restraint and methods for evaluating the risk of harm;

Simulated experiences in the administration and reception of physical restraint;
The effects of physical restraint including monitoring physical signs of distress and assessing the need for medical assistance;
Instruction regarding documentation and reporting requirements and investigation of injury and complaints;
Demonstration of proficiency in administering physical restraint

Determining When Physical Restraint May Be Used:

Physical restraint may be used only in the following circumstances:

Non-physical interventions have failed or been deemed inappropriate; and
The student's behavior poses a threat of imminent serious harm to self or others.

Physical restraint is prohibited:

As a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent serious physical harm.

Nothing in this policy prohibits:

The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
The exercise of an individual's responsibilities as a mandated reporter pursuant to MGL CH 119 section 51A. These regulations shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Proper Administration of Physical Restraint:

Only school personnel who have received training pursuant to 603 CMR 46.03(2) or 603 CMR 46.03(3) 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. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault of imminent serious physical harm.

A person administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.03(5).1 Floor restraints, other than those prohibited by this policy (prone, side-lying, and supine), are prohibited unless the staff member administering the restraint has received in-depth training according to the requirements of 603 CMR 46.03(3).

A person administering physical restraint shall discontinue such restraint as soon as possible. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered an "extended restraint" for purposes of the reporting requirements in 603 CMR 46.06.

Additional requirements for the use of physical restraint are as follows:

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 color and respiration. A restraint shall be discontinued immediately upon a determination by the staff member administering the restraint or another witnessing the restraint that the student is no longer at risk of causing imminent harm to him or herself or to others.

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 demonstrates signs of significant physical distress, such as changes in respiration or skin color, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Following the release of a student from a restraint, the program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student and his/her parents/guardians 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.

Reporting Requirements:

School staff shall report the use of all physical restraints.

The school staff member who administered the restraint shall verbally inform the Building Principal or his/her designee of the immediately, or as soon as possible, upon the conclusion of the restraint and the safe transfer of the student's supervision to another staff member. In addition, he/she shall provide a written report no later than the next school working day. The written report shall be provided to the Building Principal or his/her designee, except when the Building Principal or his/her designee has administered the restraint. In such an instance, the written report shall be provided to the Superintendent. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education upon request.

The Building Principal or his/her designee shall attempt to verbally inform the student's parents or guardians of the use of physical restraint immediately, or as soon as possible, following his/her notification by the school staff member who administered the restraint. If repeated attempts to reach the student's parents or guardians are unsuccessful by the time for student dismissal, the Emergency Contact Sheet will be used to inform emergency contacts. Failure to reach the parent/guardian or an emergency contact will prompt notification to the police.

The Building Principal or his/her designee shall provide a written report postmarked no later than three school working days following the use of restraint, except when the restraint occurs within three school days of a vacation. In this event, the Building Principal or his/her designee shall provide a written report to the student's parents within one calendar week. If the school customarily provides a parent or guardian of a student with report cards and other necessary school-related information in a language other than English, the written report shall be provided to the parent or guardian in that language.

The written report will follow the requirements of 603 CMR 46.06(2) and 603 CMR 46.06(3) and shall include:

The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.

A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

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

For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.

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

Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

When a restraint has resulted in a serious injury to a student or staff member or when an extended restraint has been administered, the school shall provide a copy of the written report required by 603 CMR 46.06(4) to the Department of Education within five school working days of the administration of the restraint. The school shall also provide the Department with a copy of the record of physical restraints maintained by the Superintendent or his/her designee pursuant to 603 CMR 46.06(2) for the thirty (30) day period prior to the date of the reported restraint. The Department shall determine if additional action on the part of the AWRSD is warranted and, if so, shall notify the AWRSD of any required actions within thirty (30) calendar days of receipt of the required written report(s).

Special Circumstances:

Restraint administered to a student with a disability pursuant to an Individualized Education Plan ("IEP") or other written plan developed in accordance with state and federal law to which the AWRSD and the student's parent/guardian have agreed shall be deemed to meet the requirements of 603 CMR 46.00, except that the limitations on mechanical and seclusion restraint set forth in 603 CMR 46.02(5), the training requirements set forth in 603 CMR 46.03, and the reporting requirements set forth in 603 CMR 46.06 shall apply.

The school may seek a parent's or guardian's consent to waive the reporting requirements of 603 CMR 46.06 for restraints administered to an individual student that do not result in serious injury to the student or staff member and do not constitute extended restraint. Extended restraints and restraints that result in serious injury to a student or staff member will be reported in accordance with the requirements of 603 CMR 46.06 regardless of any individual waiver to which the parent or guardian may have consented. Individual waivers will be sought only for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint. The following limitations apply to individual waivers:

The school may not require a parent's or guardian's consent to such a waiver as a condition of admission or provision of services.
A parent or guardian may withdraw consent to such a waiver at any time without penalty.

The school will maintain the following documentation on site in the student's file and shall make such documentation available for inspection by the Department of Education at its request at any time:

The informed written consent of the parent or guardian to the waiver which shall specify those reporting requirement(s) in 603 CMR 46.06(1-4) that the parent or guardian agrees to waive; and
Specific information regarding when and how the parent or guardian will be informed regarding the administration of all restraints to the individual student.

Nothing herein shall be construed to allow the AWRSD to receive an exemption or waiver from any of the requirements of 603 CMR 46.00 on behalf of all students enrolled in the classrooms of the Ashburnham-Westminster Regional School District.

Grievance Procedure:

The Ashburnham-Westminster Regional School District has established an internal procedure in order to provide for prompt and equitable resolutions of complaints regarding the administration of physical restraints.

Definitions:

A "Grievance" is a complaint made pursuant to, and arising out of, the Ashburnham-Westminster Regional School District obligations to comply with state regulations regarding the use of physical restraints.

An "Aggrieved Party" is a person or persons making the complaint.

Purpose:

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to 603 CMR 46.00.

General:

No aggrieved party will be subject to coercion, intimidation, interference or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.

All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

Forms for filing grievances will be provided upon request by building principals or the Superintendent of Schools, Ashburnham-Westminster Regional School District, 2 Narrows Road, Suite 101, Westminster, MA 01473-1619.

Procedure:

1. The aggrieved party should complete the Grievance Form and return it to the building principal or his/her designee at the school building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the complainant becomes aware of the alleged violation. Assistance will be provided, upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.

2. Within ten (10) school days after receiving the grievance, the building principal or his/her designee shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the Health Coordinator.

3. Within thirty (30) school days of receipt of an unresolved grievance, the Health Coordinator will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:

- a. the opportunity for the aggrieved party to present the grievance in any suitable manner;
- b. the right of the aggrieved party to an impartial hearing officer;
- c. the right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
- d. the right of the aggrieved party to a prompt decision.

Parents/legal guardians should provide advance notice to the Health Coordinator that they will be represented by counsel or an advocate at the grievance hearing. Failure to provide such notice will likely result in a postponement of the hearing.

4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Health Coordinator and forwarded to the complainant no later than fifteen (15) working days after the hearing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed for effective communication.

5. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Superintendent of the Ashburnham-Westminster Regional School District.

6. The right of a person to a prompt and equitable resolution for the complaint file hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA, Section 504 or other complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that the Ashburnham-Westminster Regional School District comply with 603 CMR 46.00.

Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent's Office of the Ashburnham-Westminster Regional School District.

Adopted: February 12, 2002_____

Appendix H

REQUIRED APPLICABLE STATE OR FEDERAL LAW

School Reform Law (Section 37H)

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

- (a) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (c) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

- (d) When a student is expelled 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.
- (e) When a student is expelled under provisions of this section, no school or school district within the Commonwealth shall be required to admit such a 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 form the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

MASSACHUSETTS GENERAL LAW—CHAPTER 71, SECTION 37H1/2

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

MASSACHUSETTS GENERAL LAW—CHAPTER 76, SECTION 5

Place of Attendance: Discrimination

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.