

ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts
16 Pine Street - Rochester, MA 02770

MEETING MINUTES
August 19, 2024

Regular meeting of the Rochester School Committee was held on Monday, August 19, 2024 at 2:00pm. This meeting was held in-person and there was also a zoom link available.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Katherine Duggan (in-person), Anne Fernandes (remote), Robin Rounseville (in-person) and Joshua Trombly (in-person).

COMMITTEE MEMBERS ABSENT: None

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools (in-person); Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning (in-person); Heidi Letendre, Principal (in-person); Melissa Wilcox, Executive Assistant to the Superintendent (in-person).

Meeting was called to order at 2:02pm by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set and the meeting is being recorded.

IV. General

A. Approval of Grant(s)

Recommendation:

That the School Committee review the Student Handbook for the 2024-2025 school year.

Superintendent Nelson thanked the school committee for coming together earlier in August. At the last meeting, they discussed the student handbook and made some suggestions for updates. The school committee requested meeting for the handbook earlier in August to review ahead of the start of school. Superintendent Nelson reviewed the updates since the last meeting. The first was the technology fees, which there will be no changes to. Next, was to include library opt-out language for families to understand the procedure which is now included in the draft handbook. Principal Letendre added that the table of contents was updated and linked to each section, along with page numbers, for easier accessibility for families.

School Committee Feedback:

Ms. Fernandes suggested using the word ‘access’ instead of ‘check out’ in the library opt-out language. She also recommended emailing the librarian and the classroom teacher when opting-out of a library book.

Ms. Rounseville questioned if access is limited, is that basically removing a book from the shelf. She questioned how that would work practically.

Ms. Fernandes said that if a book is submitted, while the child is under the purview of the school, the student should not have access.

Ms. Rounseville shared that in her opinion that is a lot to ask of the teacher or librarian who is monitoring multiple students in the library at once while providing teaching and learning.

Mr. Trombly suggested rewording the last sentence instead of using the word ‘assume’ to say ‘students will be granted access to our variety of books’. He also suggested adding the link to the website where families can search the entire selection of books at the RMS library. He would like parents to be aware if no email is sent, the student will be able to access all materials. Ms. Hartley and Ms. Duggan agreed that it would be an unrealistic expectation to enforce ‘access’.

Ms. Fernandes agreed that ‘access’ is different than ‘checking out’ on purpose and ‘access’ is the correct word in her opinion. She understands it is impossible to follow students around the library.

Ms. Duggan supported Mr. Trombly’s recommendations in rewording the last sentence and adding the link to access the list of books.

Mr. Trombly asked in the recess section of the handbook, a doctor’s note is now required which was different than the last handbook. Ms. Letendre shared that it is their practice already so the handbook was updated to reflect practice.

Mr. Trombly asked to confirm that under growth and development, specifically the puberty lesson, families are notified and can opt-out. Ms. Letendre confirmed yes, information is shared with all families prior to the presentation in school for their

reference and ability to opt-out.

MOTION: Ms. Rounseville to approve the 2024-2025 RMS Student Handbook with the changes discussed.

SECONDED: Ms. Duggan

MOTION PASSED (4:1) Hartley: yes, Duggan: yes, Fernandes: no, Rounseville: yes, Trombly: yes

VIII. Open Comments

Chairperson Hartley stated the following:

Public Comment is governed by approved school committee policy.

Per the committee's policy we will offer up to 30 minutes for public comments this evening. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. However, the committee takes any public comment made seriously and appreciates hearing from the public. Anyone looking to provide a public comment must be acknowledged by the Chairperson before addressing the committee. Those making a public comment will have up to three minutes to address the committee and must start their comment by stating their name and the town they reside in. For those in-person, there is a sign in sheet for those looking to make a public comment located on the side wall and those on zoom, if you are attending this meeting by zoom, you can send a message in the chat with your name and the town you reside in. The chairperson will alternate between in-person and zoom participants.

There were no open comments.

ADJOURNMENT:

That the School Committee adjourn the Regular Session of the Rochester School Committee at 8:47pm.

MOTION: by Ms. Rounseville to adjourn at 2:25pm

SECONDED: Ms. Duggan

MOTION PASSED (5:0)

ROLL CALL: Hartley: yes, Duggan: yes, Fernandes: yes, Rounseville: yes, Trombly: yes

Respectfully Submitted,

Melissa Wilcox, Recording Secretary

ROCHESTER SCHOOL COMMITTEE MEETING – REGULAR MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester Memorial School

August 19, 2024 at 2:00 PM

ZOOM LINK:

<https://oldrochester-org.zoom.us/j/96815845547?pwd=MIJtRVFXOVlPTWVHaUllcEg3U2l1QT09>

Meeting ID: 968 1584 5547

Passcode: 146869

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person at the Superintendent's Conference Room, 135 Marion Road, Mattapoisett, MA 02739 or via zoom.

MEETING TO ORDER

PLEDGE OF ALLEGIANCE

RECOGNITION

- I. Approval of Minutes
 - A. Regular Session:
 - B. Executive Session:
 - C. Budget Subcommittee
- II. Consent Agenda
- III. Agenda Items Pending
- IV. **General**
 - A. **Approval of Student Handbook for the 2024-2025 School Year**
- V. New Business
 - A. Policy Review
 - B. Curriculum
 - C. Business
 - 1. Financial Report
 - 2. Food Service Director Report
 - 3. Facilities Director Report
 - 4. Budget Transfers
 - D. Personnel
- VI. Special Topic Report
- VII. Unfinished Business

CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

- VIII. School Committee
 - A. School Committee Goals
 - B. Committee Reports
 - 1. Budget Subcommittee
 - 2. ORR District School Committee
 - 3. SMEC
 - 4. READS
 - 5. Tri-Town Education Foundation Fund
 - 6. Early Childhood Council
 - 7. Policy Subcommittee
 - 8. Equity Subcommittee
 - C. School Committee Reorganization
- IX. Future Business
 - A. Timeline
 - B. Future Agenda Items
- X. **Open Comments**
- XI. Executive Session
- XII. Information Items

ADJOURNMENT

**ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS**

TO: Rochester School Committee
FROM: Michael S. Nelson, Superintendent of Schools
DATE: August 15, 2024
RE: Agenda Items

The following items are on the agenda for August 19, 2024.

IV. General

A. Approval of Student Handbook for the 2024-2025 School Year

Recommendation:

That the School Committee review the Student Handbook for the 2024-2025 school year. Please refer to "RSC 08192024 Student Handbook Draft".

If you have questions about any of the recommendations above please feel free to contact the Superintendent's Office.

Rochester Memorial School

2024 - 2025 Student Handbook



Our Mission:

To inspire all students to think, to learn and to care.

Our School Rules:

Take CARE of Yourself

Take CARE of Others

Take CARE of Our School Environment

16 Pine Street, Rochester, MA 02770 508-763-2049

June 2024

Dear Rochester Memorial School Families,

We like to welcome everyone to a new school year! As a school, we are very excited to be able to share each day with your child. Our goal is to create and maintain a positive, inclusive and safe learning environment that values each student.

The Rochester Memorial School Handbook has been designed to share information regarding school policies, and general school information. We hope that you will find the information contained in this handbook to be a useful reference throughout the school year.

We look forward to this new school year and continuing to work with each family. Working together is important and is essential in supporting all students.

Thank you for your continued support!

Sincerely,

Heidi Letendre
Principal

Charles West
Assistant Principal

Central Office Administration

Michael S. Nelson - Superintendent of Schools

Sharlene Fedorowicz – Asst. Supt. of Teaching & Learning

Howard Barber – Asst. Supt. of Finance and Operations

Dr. Jamie Curley - Asst. Superintendent of Student Services

Eugene Jones - District Facilities Director

Jill Henesey – Food Service Director

Doreen Lopes – Early Childhood Coordinator

Susana Cunningham – Human Resources Manager

Rochester Memorial School Committee Members

- Sharon Hartley, Chairperson
- Katherine Duggan, Vice-Chairperson
- Joshua Trombly
- Anne Fernandes
- Robin M. Rounseville

Table of Contents

Rochester Memorial School Staff	5
Transportation Information	8
Student Emergency Information or Status	10
Attendance	11
Dismissals	12
School Breakfast & Lunch - Food Service	13
School Safety and School Visits	14
Student Dress Code	15
Recess	15
Home/School Communication	16
Cell phones/Smart Watches	16
Homework and Independent Reading	17
Parent/Guardian Involvement & Concerns	17
Additional Services Available	19
Health and Guidance Curricula	20
General Student Information	21
Internet Use Policy	24
School Rules and CARES	25
School Bus Conduct Rules	27
Discipline and Behavior Expectations	28
Student Conduct	29
Student Discipline	30
Discrimination	41
Harassment	42
Bullying Prevention	43
Sexual Harassment	47
Procedures for the Discipline of Students with Disabilities	48
Conflict of Interest Law and Gifts for Teachers	49

Rochester Memorial School Staff

2024-2025

Heidi Letendre - Principal

Charles West - Assistant Principal

Ellen Murphy - School Nurse

Alison Guard - Principal's Administrative Assistant

Kim Amato - Special Education Administrative Assistant

Project Grow, Preschool:

Ms. Pacheco

Ms. Garcia - Speech-Language Pathologist - Project GROW

Kindergarten:

Mrs. Baronas

Mrs. Staier

Mrs. St. Yves

Mrs. Weigel

Ms. Derderian

Grade 1:

Mrs. Beson

Mrs. Lenahan

Mrs. Nelson

Ms. Dederian

Grade 2:

Mrs. Alves

Mrs. Bradley

Mrs. Hedblom

Mrs. Realini

Mrs. Russo

Grade 3:

Mrs. Banno

Ms. Higgins

Ms. Hunter

Mrs. Koepfel

Grade 4:

Mrs. Cabral

Mrs. Cyr

Ms. Griffin

Mr. Sylvaria

Ms. Coelho

Grade 5:

Ms. Campbell

Mrs. Rogers

Ms. Houlihan

Ms. Harper

Mr. Forns

Grade 6:

Mr. Cote

Mrs. Forns

Ms. Teves

Mrs. Wollenhaupt

Specialists Areas:

Mrs. Audette - Music

Mrs. Guertin - Health

Mrs. Hemenway - Art

Mrs. Laprise - Band

Mrs. Sollauer - Media Center

Mr. Woodward - Physical Education

STEM (Science, Technology, Engineering & Math Specialist)

Mr. Huckabee

Academic Interventionist:

Mrs. Mazzuca

Reading Specialists:

Mrs. Johnson

Mrs. McIlmail

School Social Workers:

Mrs. Cruz

Mrs. Pacheco

English Language Learner Teacher:

Mrs. Keogh

School Psychologist:

Mrs. St. Thomas

Speech Pathologists:

Mrs. Lambert-Matos

Mrs. Bejtlich

Physical Therapist:

Mrs. Hasbrouck

Occupational Therapist:

Ms. Souza

Paraprofessionals:

Mrs. Bateman

Mrs. Cisco

Mrs. Gherard

Mrs. Harding

Mrs. Henrie

Mrs. Mills

Mrs. Miranda

Mrs. Moniz

Mrs. Ovian

Mrs. Sims

Mrs. Sharp

Mrs. Sousa

School Nurse:

Mrs. Murphy

Maintenance Supervisor:

Mr. Leonardo

Technology Support:

Mr. Ashley

Mrs. Bednarczyk

Mr. Houde

Mr. Simmons

Ms. Wheeler

Cafeteria Staff:

Mrs. Gonet - Head Cook

Mrs. L'Heureux Asst. Cook

Mrs. Randall

Mrs. Pimentel

Lunch/Recess Monitors:

Mrs. Correia

Mrs. Furtado

GENERAL INFORMATION

School Hours: 8:40 AM - 3:00 PM

Transportation Information

Bus Transportation

Bus routes for the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 for the Towns of Marion, Mattapoisett, and Rochester are established yearly. Eight buses transport our students. Routes are slightly modified each fall to accommodate new membership. Any questions regarding bus routes and/or stops that affect your child should be addressed to the District's transportation provider, **Amaral Bus Company Inc.** Ms. Cheryl Sweeney, Dispatch Manager at amaralbustritown@gmail.com or Phone: (508) 324-0551. Press 1 (for Amaral Bus Co). Then press 2 (for Tri-Town District).

At this time, changes in student transportation plans are strongly discouraged. Please Contact the main office with any questions or requests. For Rochester Routes, please use the following link. <https://www.oldrochester.org/families-students/transportation>

Buses

The following safety precautions will be followed on school buses:

- Windows on buses will be kept open to circulate fresh air;
- Seating arrangements will account for students with disabilities who require close contact with adults.
- Routine cleaning of buses will be implemented.

There will be 8 Rochester bus routes this year and buses will continue to use the front loop of the building. Students will be encouraged to safely disembark from the bus.

Arrival

Upon entering the building, students will proceed directly to their classrooms.

Students will disembark in the following manner:

- Kindergarten and First Grade Teachers/Staff will gather their students from each bus.
- Kindergarten will enter the building through the K/Project Grow entrance and First Grade will enter through the middle entrance.
- Grade levels 2-6 will disembark their buses one grade level at a time as directed by their bus driver. Grade levels will disembark beginning with Grade 2; and then the other grades will respectively follow.
- Grades 2 will enter through the middle doors and will proceed down the hallway between the media center and the courtyard.
- Grades 3, 4, 5 & 6 will enter through the main entrance and will proceed

directly to their individual classrooms.

Departure

1. Students will be dismissed following the afternoon announcements and will depart through the same doors they entered the building in the morning.
2. Students will be dismissed by grade level beginning with grades 5 & 6 and progressing to Kindergarten.
3. Kindergarten and First Grade Teachers/Staff will escort their students to each bus.
4. Grades 2-6 teachers/staff will escort their students to the exits of the building.
5. Once all buses are fully loaded, they will be allowed to depart.

Parent/Guardian Drop-Off & Pick-Up

In an effort to facilitate the safest and smoothest transition for our students who are not riding the bus at the beginning and end of the day, we ask that you please adhere to the following safety precautions.

- Parents/Guardians may park their vehicle and walk their child to their respective grade level drop off location. (K-2 drop off/pick up @ main entrance with black bollasts, 3-6 drop off/pick up @ door near the structure)
- Please use the crosswalks at all times when walking your student(s) to and from your vehicle
- Staff will be stationed at the two rear entrances to support students' transition into the building.
- Please do not pull around and pass other parent/guardian vehicles during this process. Your patience is greatly appreciated.

Arrival (Drop Off)

- Parents/Guardians will drop-off their students in the back loop starting at 8:35 AM.
- Students in Grades K-2 will be dropped off and enter the building through the main rear entrance.
- Students in Grades K&1 will safely line up at a designated area outside or inside weather permitting. Once all students have arrived a staff member will walk them to their classrooms.
- Students in Grades 2 will go directly to their classrooms.
- Students in Grade 3-6 will be dropped off and enter the building through the rear entrance of the C Wing near the playground structure. These students will go directly to their classrooms.
- In order to ensure that other cars may pull in behind, parents/guardians will be encouraged to pull their vehicles all the way up to the end of the building.

Departure (Pick Up)

- Parents/Guardians will pick their students up in the back loop beginning at 2:55 PM.

- Parents/Guardians may park their vehicle and meet their child at their designated grade level location.
- Students in Grades K-2 will be picked up at the main rear entrance.
- Students in Grade 3-6 will be picked up at the rear entrance of the C Wing.
- As cars depart, please continue to pull your vehicle forward.
- Please refrain from pulling around and passing other vehicles during this process.
- Please stay in your car while your children are loading and please avoid allowing them to board on the passenger side of your vehicle.

Student Emergency Information or Status

Parent Notification to RMS

To ensure student safety, changes in family situations, addresses, or cell and telephone numbers **must be** reported to the school office ***immediately***. It is important that all our records are up to date. Please fill out the Student Information Update Form, included in your Power School profile online documents immediately. This form serves as an annual ‘affidavit’, attesting to a student’s residency in our town. Families moving from the town should notify the school office at least three days before their departure so transfer materials can be prepared. A *release of information* form must be received from the “new” school before any records will be forwarded.

Attendance

School attendance is compulsory. Attendance law states that:

- The Commonwealth of Massachusetts G.L. c. 76 sect. 1 requires that every child, with certain exceptions, between ages established by the state board of education, must attend a public day school or some other approved school, during the time when public schools are in session.
- Under G.L. c. 76, sect. 1, necessary absences by a student may not exceed 7 full-day or 14 half-day sessions in any 6-month period.
- Under G.L. c. 76, sect. 1, a pupil who is not present during at least half a session must be marked and counted as absent on the school register.

All Massachusetts schools are accountable for student achievement. Every Student Succeeds Act (ESSA) mandates particular indicators of success for all schools with one being “chronic absenteeism.” All students are considered “chronically absent” if they miss 10% of the school year. Full days of attendance are essential to the learning process. If a child is to be out of school, parents/guardians should call the School Nurse’s office at **508-763-2049 ext. 2019** before 9:00am on the morning of the absence. Please provide the following information in the message that you leave on

the answering machine: **student's name, teacher, and reason for absence**. If a call is not received and a student is absent, the School Nurse uses the *Blackboard Connect* messaging system to contact parents/guardians at home or work.

Absences are “excused” for only the following reasons:

- Bereavement
- Hospitalization
- School-sponsored trip
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a note (Five days or more of continuous absence for medical reasons must be corroborated by a physician's note).
- Weather so inclement as to endanger the health of the child

A child may also be excused for other exceptional reasons with approval of the Principal or designee. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Excessive absenteeism can occur because families take vacations during school time. This is strongly discouraged. Teachers will not provide assignments prior to vacations taken during school time. Upon students return, missed assignments will be made up as soon as possible. Missed assignments are factored into students' grades.

When Absences Exceed Three or More Days

On the third day of consecutive absence or tardiness, the school nurse or a designee of the principal will call the student's home. Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

On the eighth day of an unexcused absence, the school attendance officer will be notified and a complaint for Failure to Cause School Attendance pursuant to *G.L. c. 76, sect. 2* may be filed in Wareham District Court.

If the students' absences or tardiness occur on a regular basis and impede their academic progress, the school, as a mandated reporter, must consider filing a Child Requiring Assistance (CRS) report. Depending on circumstances, the school district may choose to file a 51A with the Massachusetts Department of Children and Families.

Tardiness

Tardiness negatively impacts the educational progress of all students. Therefore, the above policy will also be followed for excessive tardiness.

Dismissals

All dismissal policies are developed with students' learning and safety in mind. Policies are developed with input from the Rochester School Committee and town safety officials.

Dismissals During the School Day

No child will be dismissed from school during the day unless an authorized adult comes to the office to dismiss the student. This applies to daily, or occasional, pickup arrangements. Students being dismissed before the end of the school day must bring a note to the homeroom teacher that morning. Students will be called from class *when the parent/guardian arrives*.

Any Change in Dismissal Routine

To ensure each child's safety, a note from a child's parent/guardian must be provided before a child is allowed to leave school with any adult other than a parent or if the student is normally transported by bus. There must be a note for each change to a child's routine. Bus changes are allowed for childcare purposes only, not for play or party dates. Parent(s)/Guardian(s) must arrange with the office prior to a bus switch.

Riding Bicycles to School

Students may ride their bicycles to school provided that they wear a helmet (as required under state law) and obey all traffic regulations. **A blanket permission note is required before students begin riding to and from school.** Bikes must not be ridden on sidewalks just outside school where children and adults are walking. Students not following safety rules may have their riding privileges revoked. A bike rack is available in front of the cafeteria. Students are encouraged to lock their bicycles.

School Breakfast & Lunch - Food Service

Full student breakfast and lunches are available at no cost. A la carte menu choices are

available at a variety of prices. *Free and Reduced Lunch Assistance* forms are sent to all families electronically and are also posted to the RMS webpage. Paper applications may be sent home at the start of the school year if a family requires a paper version and are also available at the school office. Applications are accepted throughout the year.

Lunch Protocol

Students will come to the cafeteria line. The child's meal choice (hot or cold) is placed on the counter, and the student takes their meal package and proceeds to the cashier. Lunch monitors clean and sanitize desks after children leave prior to the next group entering.

Lunch Menus

[Lunch menus](#) will be posted on [Old Rochester Regional School District MSU #55 - School Nutrition and Fitness and Nutrition Website](#)

In August 2023, Massachusetts enacted permanent universal free school meals. This means that breakfast and lunch will continue to be served at no cost to all students. However, students choosing only milk is not part of the free program and will be charged. A la cart items are not part of the free meal and students will be charged for any a la cart item they chose. Families that need assistance should complete a Free and Reduced Lunch Application immediately. Each application can be downloaded and emailed to the Food and Nutrition Director or by clicking the link and applying online. Online applications will be processed much faster than paper applications. The application for Free and Reduced Lunch can be found on the District website - [LINK TO: District Food & Nutrition Website](#) Even though lunches are free, we still need to maintain our accounts in good standing with a debitable balance. If students want an extra milk or snack, there will be a charge for those items and the student's account will be used. There are settings to automatically replenish your account once the balance reaches a minimum amount. Here is a link to [Titan: https://family.titank12.com/](https://family.titank12.com/)

Bringing Lunch from Home

If you choose to have your child bring lunch from home each day, to keep it cold, we recommend (1) bringing food in an insulated lunch bag with a frozen gel pack or frozen juice box; (2) freezing the sandwiches overnight (will thaw by lunchtime but keep cold until then); (3) packing the foods in a cooler with ice or another cold source.

Please note the District Life Threatening Allergy Policy Below:

[Life Threatening Allergy Policy](#)

School Safety and School Visits

All visitors and volunteers are required to have a valid driver's license or Massachusetts issued identification card to be scanned-in upon entering the building *for any reason*.

Office staff will provide badges to wear once the ID is scanned into our system and each visitor is approved to enter. This includes stops at the Nurse's office. All visitors who do not have a valid driver's license or Massachusetts issued ID card will not be allowed to enter the school during operating hours.

Parents or guests wishing to visit a particular class are asked to plan with the teacher or the principal at least one day in advance. Teachers will always welcome an extra pair of hands; we encourage you to become an active part of our volunteer staff. Massachusetts State Law requires that all regular classroom volunteers, lunchroom visitors and field trip chaperones have a Criminal Record (CORI) check. These forms must be completed in the school office before your first volunteer visit. Visitors are asked to park in the lot at the rear entrance of the school. Do not park in the driveway or on the road in front of the school. Cars parked on either side of Pine Street during school hours will be ticketed.

Video Cameras

The School Committee, after carefully considering the privacy rights of students and drivers and the District's duty to ensure discipline and protect the health, welfare, and safety of staff and students on school transportation vehicles, has authorized the use of video cameras on its transportation vehicles when deemed necessary by school administration.

Student Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Rochester Memorial School has a no head-adornment policy while students are in the school building, including but not limited to hats and hoods. Head adornments worn for medical, religious and/or cultural reasons are permitted.

Decorative footwear and flip-flops can create a safety issue when students play at recess and during Physical Education classes. Therefore, flip-flops or any other type of open-toed shoes are strongly discouraged for safety reasons.

Recess

Outdoor recess is held whenever possible. Please be sure that your child is properly dressed. During inclement weather, recess is held inside. The playground is supervised; however, the responsibility for appropriate behavior rests with the students. The playground and indoor recess expectations are discussed in school and students are expected to treat the playground with respect and to behave with consideration for other students. It is our policy that if a child is well enough to go to school, he or she is well enough to participate in all school activities, including recess. A child requires a doctor's note for temporary excuse from physical education or outdoor recess.

Student Valuables & Sports Equipment

It is strongly recommended that students do not bring large sums of money, hand-held video games, cell phones, smart watches, toys, Pokemon Cards, sports equipment or stuffed animals to school.

Inclement Weather: Cancellations and Delays

Please be attentive to our telephone messaging system for news of school cancellations or delays. During stormy weather the District may call school for an entire day, or for a one to two hour delayed opening. If bad weather develops during the school day, afternoon classes or special programs and after-school activities may be canceled. It is important that families have plans in place for dealing with these possibilities. We utilize the "BlackBoard" communication program that is capable of contacting all RMS families within a five to ten-minute window. As soon as the Superintendent has determined a delay, closing, or early dismissal, we will send out a "BlackBoard" call. As a result of all district schools utilizing the BlackBoard system, storm delays and closings may not be broadcast on local television stations. We ask that you not call the school office or the police station.

The dispatcher reports they receive many calls which interfere with their ability to handle actual emergencies. If the decision is made to close school early or cancel after-school activities, due to inclement weather, an attempt will be made to contact parents, using all emergency contact numbers within the "BlackBoard" system. In the event of a non-weather emergency, we will contact all families using the same system.

Home/School Communication

Telephone Calls

No school telephone in any office may be used by students unless authorized by faculty. If students have forgotten books, classwork, or musical instruments, classroom teacher discretion will determine whether a call can be made via the front office. In cases of illness or emergency, calls will be made by the school nurse, an administrator, social worker or personnel in the main office.

Cell Phones/Smart Watches

A student may carry or keep a cell phone in their backpack if authorized by the school office. The phone must be shut off and kept in the child's locker/backpack and may be used only for emergency or unusual circumstances as agreed by parents/guardians and administration. The phone and/or electronic watch may not be used to receive or send messages anytime during school hours or on school buses. Student phones/watches used to make, or receive, unauthorized calls during school hours, or on a bus, will be confiscated by the school administration or the bus driver.

Students with Smartwatches or the like, may wear them in school, but they are not to be used for anything other than telling time during the school day or during school sponsored activities without parents/guardians being present. In the event that a student uses the watch for other purposes, it will be confiscated and held in the front office until the end of the day.

Homework and Independent Reading

The School Committee has established homework guidelines that all teachers follow. Your child's teacher will establish homework routines appropriate to the student's grade level. The School Committee policy can be acquired through the main office at the school. We ask all family members to become "Reading Partners" with our students. Research shows the more children read, the better readers they become. We encourage all students to read independently each night for 20–30 minutes before bed. In some classrooms, student reading logs are sent home for students and/or parents to initial.

Photographs of School Activities for Local Papers

Opt-Out Procedure for Parents Who Do Not Want Their Child's Picture to Appear:

As part of our public relations efforts, local newspapers are invited to photograph many school programs and events. Students are often included in these photos. As a parent, you have the right to request that no picture of your child is used in this way.

You must make this request in writing by completing a FERPA Privacy Form and returning it to the Principal before September 3rd. If no letter is on file, we assume parental permission is granted for photographs to appear in local newspapers or on our school website

OPT Out for Library Books

If you prefer that your child does not check out a specific library book, you may opt out of having your child check out the book by emailing your school's librarian with the exact title of the book and the author's full name. If no email is sent to the librarian to opt out, we assume parents/guardian permission is granted to access the variety of books available in the library.

Parent/Guardian Involvement & Concerns

1. Being actively involved in your child's school is helpful to both your child and the school community. The Parent Teacher Organization (PTO) meets for an hour once a month in the PTO Office at RMS.
2. School Council - In June of 1993, the Massachusetts State Legislature passed and Governor Weld signed into law The Education Reform Act of 1993. Section 59C of Chapter 71 of the Education Reform Act of 1993 calls for the establishment of a School Council at each elementary, secondary, and vocational school in the Commonwealth. The school council provision of the act is intended to enhance parent and community participation in the school. The PTO, by law, is responsible for conducting the election of all parent representatives to the School Council. The nomination and election process is conducted each September and parent volunteers are needed to be a part of our School Council. Representation from primary and intermediate grade students' families, as well as special education families (if available), staff members and the community sit on this advisory team. Meetings are typically one afternoon per month.
3. The Rochester School Committee sets its meeting schedule at the start of the school year. These meetings are typically on the first Thursday evening of the month. Meetings are held at the Rochester Memorial School and are televised.
4. Constructive criticism of our school is welcomed on the assumption that it is motivated by a sincere desire to improve the quality of the educational program and to equip the school to perform its tasks more effectively. Complaints are resolved most expeditiously if they are first taken to the staff member or administrator immediately in charge of the area in which a problem arises, then through successive administrative levels to the Principal, Superintendent, and subsequently to the School Committee, if necessary.

Anonymous letters serve no positive purpose when trying to resolve problems and will not be given the same weight as an identified correspondence. The School Committee has adopted a policy to be followed when a parent/guardian has a concern that has not been satisfactorily addressed. A copy of that policy is available at the school office.

Mrs. Letendre, Principal, is available to all RMS families each month before PTO or School Committee meetings and at other times during the school day by appointment. Please call the school office or contact the principal directly via email: heidiletendre@oldrochester.org.

All teachers are accessible via the school's e-mail carrier as well. Go to our school website, <https://rms.oldrochester.org/> to access a list of staff/teacher email addresses.

Health Information

Health Records

Student health records are kept in a locked file in the nurse's office. It is the parents' responsibility to keep the nurse informed of new medical information. Students are required to have physical examinations in PreSchool, Kindergarten, 1st grade, 3rd grade, and 6th grade.

Vision/hearing screenings and height/weight measurements are done yearly. Parents are notified only if the results are not within normal limits. Postural screening is done only for students in grade 5. Screening for head lice is done as needed.

Dispensing Medications

Children are not permitted to carry medications on the bus or in the school building. A signed order from a physician, dentist, nurse practitioner, or physician's assistant is required to administer any prescription medications in school, as required by Massachusetts General Law. Parental permission is also required. A Medication Protocol form that covers non-prescription medications is included in this packet. Special arrangements for medication administration during field trips must be made with the school nurse. Medications will be given by a parent or by a school representative who has permission from the parent. Children will be allowed to self-administer inhalers on field trips only, with permission of the school nurse and when parental permission is on file at the nurse's office.

First Aid/Emergencies

If a sudden illness or an accident occurs at school, the school nurse will administer first aid and immediately notify parents. Parents are responsible for transporting the

student home in the event of illness or injury. If a serious illness or accident (life-threatening accident) occurs at school, the Rochester EMS will be called for transport to the hospital.

Additional Services Available

Rochester Memorial School offers all students General Education support and accommodations including:

- Title I Services
- Social Work/Counseling Services
- Availability of the School Psychologist
- Reading Specialist Support
- STEM Specialist
- Academic Interventionist
- Others as outlined in the Rochester Memorial School Curriculum Accommodation Plan.
- Rochester Memorial School provides many Special Education services to students (who are eligible) including:
 - Inclusive support in regular classrooms
 - Pull-out instruction when warranted
 - Speech and Language therapies
 - Occupational and physical therapies
 - School Social worker small group/individual support

Health and Guidance Curricula

District Health and Guidance Curricula have been implemented across all grade levels at RMS. There are nine general topics covered with the specific content tailored to the developmental needs of our differing age groups. The topics are as follows:

Growth & Development Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development. **As a part of the Growth and Development curriculum, the 5th graders will participate in a program which focuses on the changes students go through during puberty. A parent letter will be sent out prior to the presentation.**

Nutrition Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Social & Emotional Health Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and positive coping skills.

Family Life Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

Interpersonal Relationships Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

Disease Prevention & Controls Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

Safety & Injury Prevention Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including fire safety.

Violence Prevention Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence. If parents/guardians wish their children to be exempt from any portion of the Health Curriculum, a written request should be addressed to the school principal.

General Student Information

The Massachusetts Comprehensive Assessment System (MCAS) Testing

Once during the school year, students in grade 5 participate in the Science Massachusetts Comprehensive Assessment System (MCAS) Test. Also, once a year

all students in grades 3-6 will participate in the English Language Arts & Mathematics Massachusetts Comprehensive Assessment System (MCAS) tests. Testing during the 2024-2025 school year will take place at the following times:

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA Testing Window: Math Testing Window: Science Testing Window:	March 24–April 18 April 28–May 23 April 28–May 23

It is highly recommended that all students must be present during MCAS testing.

Student Records

The privacy of student records is guaranteed. Only parents/guardians and appropriate school personnel are allowed access to the information in a student's record. Specific written consent provided by the parent or legal guardian is necessary for any other examination. A student transcript, which includes name, address, and grades, is kept for at least sixty years. However, the student's temporary record, containing standardized test scores, evaluations by teachers, and Special Education records are given to the student upon graduation or destroyed within five years after the student leaves the school system. In accordance with the student record regulations of the Massachusetts Department of Education, parents have the right to inspect a student's record. Records are made available within two (2) working days of a request being made. Copies of any part of the record may be requested and a reasonable fee may be charged for the cost of duplicating these materials. It has been our practice to make any student records easily accessible to parents.

The Commonwealth of Massachusetts has adopted procedures for non-custodial parents who wish to receive separate copies of student records or school notices. Information is available in the school office.

Report Cards and Parent-Guardian Conferences

It shall be the duty of each teacher at the end of each term or at the end of any period of time designated by the Superintendent, to estimate and to record the progress of students. The report card is an effective means of communicating an individual student's progress in relation to the curriculum and the student's own mastery of skills and social development. In the elementary grades, the written record is a standards-based report that indicates a student's progress. Rochester Memorial School operates on a three-term grading cycle as noted below.

Term	Period Covered	Number of Days	Marks Close	Report Cards Issued
<u>1st</u>	Wednesday, Aug. 28th to Friday, Nov. 22nd	60 days	Friday, November 22, 2024	Friday, Dec. 6, 2024
<u>2nd</u>	Monday, November 25th to Friday, March 7th	59 days	Friday, March 7, 2025	Friday, March 21, 2025
<u>3rd</u>	Monday, March 10th to Wednesday, June 11th	61 days	Wednesday, June 11, 2025	Monday, June 11, 2025 Day 180

Regular communication between school and home is important if we are to be successful. Conferences between parents and teachers are scheduled once during the school year, but if questions about your child's progress should arise in any curricular area, initiate a conversation with teachers at any time.

Promotion/Retention of Students

It is expected that students' progress annually from grade to grade. Exceptions are made only when it is in the best educational interest of the student.

Student Enrichment:

RMS offers various ways for students to enrich their academic learning. Below are some examples:

- Student Ambassadors with 5th & 6th grade representatives and officers
- Project 351 Program
- Annual Talent Show
- Steam-A-Palooza
- 6th Grade Student vs. Staff Basketball Game
- 4th Grade Chorus: Students participate in a music-based production that is presented in January.
- 5th and 6th Grade Chorus: Groups meet once a week during school, several performances each year including the *FORM* concert which showcases all choruses in the district.
- 4th Grade Band: Students select an instrument for in-school instrumental instruction. In January, students come together as a beginner band.
- 5th and 6th Grade Band: Weekly instrumental instruction continues and the students meet as a band once a week.

- Jazz Band: Auditions are held in the fall and the band meets before school once a week.
- After School Activities: There are three enrichment/athletic sessions each year: one in the fall; two sessions in the spring. Each session lasts 8 weeks and offers a variety of elective programs. Brochures are sent home with students.

Field Trips

During the year, field trips may be scheduled at each grade level. A student's behavior while on these trips will reflect upon the student's school. Misconduct will not be tolerated. A permission slip must be signed by one of the student's parents or guardians before a student can participate in the field trip. The form must be returned to the teacher-in-charge prior to the trip. All school rules apply to field trips. Any child may be denied the privilege of going on a field trip based on poor academic performance or inappropriate behavior.

Party Invitations:

In keeping with RMS's C.A.R.E.S. philosophy, and as a result of not wanting any child to feel hurt or excluded, we remind parents of the insensitive practice of students bringing party invitations to school. Uninvited students, as well as the inviter, may be in unnecessarily uncomfortable situations. Please take the time to mail party invitations, or see that they are delivered outside of the school community and school day. The Rochester Blue Book is a great reference for parents to find addresses. We ask that you not call the office for this information.

Internet Use Policy

An Internet user agreement is given to students at the beginning of their elementary experience. Students and parents sign and return the agreement and it is kept on file.

Student Fee, Fines and Charges (Approved by the Rochester School Committee)

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges. A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

- ***Charge students enrolled in a certain course for the cost of materials used in projects that will become the property of the student.***
- ***Charge for lost and damaged books, materials, supplies and equipment.***

Students who are experiencing financial hardship are exempt from paying fees.

However, these students are not exempt from charges for lost and damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District. Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

Replacement Fee Recommendation

Chromebook Complete Unit Replacement	\$300.00
Chromebook Screen	\$50.00
45W Adapter with Power Cord (USB-C Connection)	\$50.00
Keyboard	\$50.00
iPad Complete Unit	\$325.00
Apple usb-c to lightning cable	\$25.00
Apple usb power adapter (block)	\$25.00
Case	\$50.00

School Rules and CARES

Rochester Memorial School emphasizes a positive, community-based sense of responsibility and respect throughout the school day. Students learn what is expected of them through the consistent modeling of the adults around them. Students, teachers, administrators and parents all work together to maintain a safe, orderly school environment where everyone can learn and grow.

Students are expected to follow the school-wide rules that follow. These rules

apply at all times, in all areas of the school.

- **Take CARE of Yourself**
- **Take CARE of Others**
- **Take CARE of Our School Environment**
- **Everyone C...A...R...E...S!**

COOPERATION:	We work, learn and solve problems together, with our friends and teachers.
ASSERTIVENESS:	We assert ourselves appropriately and respectfully.
RESPONSIBILITY:	We make good choices about our behavior and our learning. We respect one another and ourselves throughout the day.
EMPATHY:	We think of our friends and their feelings; we care about how others will react to us.
SELF CONTROL	We stop to think about what it is we'll say or do - in class, on the bus, on the playground - everywhere.

School Staff Role in Establishing High Behavioral Expectations:

Teachers and support staff model and reinforce positive behavior and compliance with school-wide rules and values. In addition, teachers implement classroom rules and policies. Generally, these rules are developed with student involvement appropriate to age and social development.

These classroom policies are submitted to the Principal for review. After administrative review, teachers will send home written classroom rules and consequences for family discussion. Students and parents/guardians and teachers will sign the Student Conduct Agreement that will be kept on file in the classroom. Teachers follow all disciplinary steps outlined in their program on a consistent basis. This may include notes or phone calls home, after school time, individual contracts as deemed appropriate, or other strategies. Teachers and parents who have ongoing concerns about a student's behavior have several sources of support - the School Social Workers, Administration, and the Building-Based Support Team (BBST).

Responsive Classroom

Rochester Memorial School utilizes the Responsive Classroom approach in supporting our students in the learning process and throughout the school day. All RMS teachers and administrators have participated in Responsive Classroom training.

Responsive Classroom is a way of teaching and leading that creates a safe, challenging, and joyful classroom and school wide climate for all students. Teachers who use the Responsive Classroom approach understand that all of students' needs—academic, social, emotional, and physical—are important.

Elementary teachers create an environment that responds to all of those needs so that your child can do their best learning. The Responsive Classroom approach develops teachers' competencies in four key areas:

1. Engaging Academics—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community—Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management—Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmentally Responsive Teaching—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

School Bus Conduct Rules

1. Treat your bus driver and other passengers with respect and courtesy.
2. Get on and off the bus by moving slowly and safely.
3. Passengers must be seated at all times with their feet on the floor, and facing forward.
4. Conversations should be carried on in a normal tone of voice. Shouting is inappropriate and unsafe.
5. Arms and heads must be kept inside the bus.
6. Windows may be open only by the bus driver or with their permission
7. Aisles must be kept clear at all times.
8. Profane and bullying language is forbidden.
9. Horseplay is unsafe and forbidden.
10. Throwing objects is unsafe and forbidden.

Bus Expectations

The driver of the offending student will report violations of bus rules to the student, the school principal and the student's parents in writing promptly. Violations may result in

the loss of bus privileges or application of discipline sanction up to and including suspension.

- 1st Offense – Warning
- 2nd Offense – Detention or Assigned Seat at Front of Bus – *This will be strictly enforced in conjunction with changes to our bullying policy*
- 3rd Offense - bus suspension
- Repeated Offenses* - Consideration of permanent exclusion
- *Including exclusion from the bus for the balance of the school year. Complete copies of the Transportation Policy are available upon request and for all new incoming students.

The Rochester School District has established rules and policies regarding bus discipline. Bus drivers report violations of rules to administration. Parents receive a written notice of the incident and its consequences. School buses are equipped with videotape equipment. Taped incidents may be used in the process of dealing with infractions of school bus rules.

Copies of the Rochester School District Bus Policy are available at the RMS office.

Discipline and Behavior Expectations

Student Behavior Expectations

Old Rochester Regional School District's school discipline philosophy recognizes and respects the rights and dignity of others. As a community of educators, we believe that building relationships with students is paramount. This includes collaboration with students and their families, so together we can partner to ensure student success. We need the support of all stakeholders, especially our families, to make this goal a reality.

The ultimate goal of our school discipline philosophy, including restorative practices, is to build inclusive school communities that allow students to remain actively engaged in learning and minimize time taken from instruction and learning.

Rules for behavior in school are necessary to protect the educational rights and privileges of all students. It is essential that all students accept personal responsibility for maintaining high standards of conduct, including the observance of all school rules. The purpose of the Rochester Memorial School discipline policy is corrective; it is to encourage students to improve their conduct.

The school's discipline code is designed to assist students to show respect for others and their property, as well as for themselves. We ask our students to take a look at themselves and their actions. Being respectful is defined as having common courtesy, treating others kindly, saying please and thank you, etc. Students are reminded of these goals throughout

their school day. Students are expected to comply with school rules and accept the leadership of teachers and school staff. Students should fully understand that any staff member in the building has the authority to address behavior at any time. Students must adhere to school rules not only on school grounds, but also on the way to and from school, on school buses, during after school activities, field trips and any other time when they are under school supervision. All students must also comply with state and federal laws as they apply to the conduct of minors and juveniles

Our intentions for school discipline are aligned with the following objectives:

- Students, parents/guardians/caregivers, and school personnel, are provided with a clear understanding of the various administrative responses to discipline as described in the student handbook.
- Utilization of discipline practices that are progressive and tiered by design.
- The exercise of any of a student's rights ceases when it impacts the rights of another individual or group.
- No student has the right to disrupt the educational process within a school or designated learning environment.
- Provide students with ample restorative opportunities to change behavior and nurture relationships when possible.
- Provide professional learning and support to employ strategies and actions that align with the principles of restorative practices.
- Every reasonable effort will be made to keep students actively engaged in their learning environment as much as possible.
- An office visit, detention, suspensions, and/or expulsions are used judiciously in alignment with the expectations of student behavior.

Each day in our schools, we support our students' social emotional learning and development, while employing practices to help strengthen our learning community. We are focused on building healthy, positive relationships, preventing harmful behavior, productively resolving conflict with individuals and groups, and fostering a positive and inclusive learning environment. We value open dialogue to repair relationships, and we remain committed to the idea that harmful and disruptive behavior shall not be permitted to interfere with other students' access to learning. Families are encouraged to reach out to classroom teachers, school social workers or school administration with any questions or concerns.

Student Conduct

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.: M.G.L. [71:37H](#) and [37L](#); [76:16](#) and [17](#)

Chapter 380 of the Acts of 1993

Chapter 766 Regulations, S. 338.0

Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27, 1994

Student Discipline

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Behavior

Level 1

- Disrupting class
- Invading personal space and boundaries
- Excessive noise
- Not using materials or equipment properly
- Not completing class work/homework
- Noncompliance to adult request
- Dress code violation

Level 2

- Defiance
- Disruption in any area
- Disrespect of others
- Obscene language
- Physical contact without intent to harm
- Leaving classroom or assigned area without permission
- Throwing objects at others
- General or peer conflict
- Taking someone else's property (stealing)
- Documented persistent Level 1 behavior
- *Property destruction
- *Social media impacting the learning community
- *Purposefully harmful to self or others

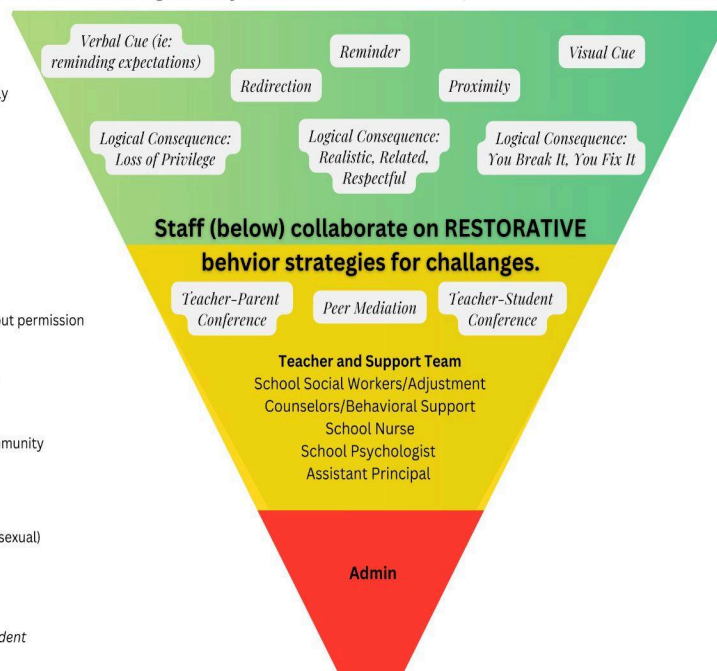
Level 3

- Assault (physical, biting, hitting, spitting, sexual)
- Documented persistent Level 2 behavior

**Could be Level 3 based on severity of incident*

Behavior Intervention Guide

If the incident is an urgent safety concern to the child or others, contact administration immediately.



Possible Outcome

Level 1

- Re-teach the rules
- Review expectations
- Verbal reminders
- Reflection sheet
- Conference with student
- Conference with parent

Level 2

- Logical consequences
- Re-teach rules and expectations
- Parent meeting
- Behavior Contract (Teacher and Student)
- Develop Student Support Plan
- BBST Referral
- SRST referral
- Meeting with administration

Level 3

- Parent, teacher, admin meeting
- Develop or update Safety and/or Support Plan
- Individual behavior monitoring and/or contract
- Detention
- Suspension
- Police and/or legal involvement

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, the principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The superintendent and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

Notice of Suspension

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

The principal or a designee shall notify the superintendent in writing, including by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the Principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to

suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education

services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

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

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

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

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC - August 2022

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); [76:21](#)

603 CMR [53.00](#)

603 CMR [53.10](#)(3) through (5)

603 CMR 53.13(1)Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

Special Offenses

Massachusetts General Laws, Chapter 71, Section 37H

G.L. Chapter 71, §37H

Offenses:

On school premises or at school-sponsored events or activities:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on a member of the educational staff

Consequence:

- Exclusion for amount of time up to expulsion;
- Principal may suspend and not expel as he or she deems appropriate

Due Process:

- Constitutional due process;
- Prior notice to student of charge and written notice of right to hearing;
- Right to representation at hearing; and to present evidence and witnesses at hearing.

Appeal from Principal's Decision:

- Right to appeal expulsion decision to superintendent
- Timeline for requesting appeal: ten days from date of expulsion
- Right to counsel at hearing
- Superintendent can make factual determinations as well as determine consequence.

Provision of Education Services:

Provide every student an opportunity to make academic progress during the period of suspension (whether in-school or out-of-school) or expulsion, to makup

assignments, and earn credits missed. A district that suspends or expels a student for more than 10 consecutive days must provide the student and the parent with a list of alternative educational services.

See G.L. c. 76, §21 and 603 CMR 53.13 for details, including required notice.

Discipline Collection and Reporting:

- Collect and report to the Department data concerning the types and lengths of removals, suspensions, and expulsions, and access to education services
- Periodically review discipline data by selected student populations; determine
- extent of disciplinary removals and the impact on such populations; adjust practice as appropriate
- The Department will provide assistance to school(s) if the Commissioner identifies school(s) in districts that have the highest percentage of suspensions of expulsions in Massachusetts for more than 10 cumulative days in a school year.

See 603 CMR 53.14 for details.

G.L. Chapter 71, §37H ½

Offenses:

1. A felony charge or felony delinquency complaint against a student.
2. Conviction, adjudication, or admission of guilt with respect to such felony.

Consequence:

1. Felony charge or felony delinquency complaint: suspension for a period of time deemed appropriate by principal if the principal determines the student's continued presence would have a substantial detriment on the general welfare of the school.
2. Felony or felony delinquency conviction or adjudication or admission of guilt with respect to such felony: removal for a period of time up to expulsion (i.e. permanent exclusion) if the principal determines that the student's continued presence would have a substantial detriment on the general welfare of the school.

Due Process (for either suspension or expulsion):

- Constitutional due process;
- Written notice of the charges and of the reasons before the suspension takes effect;
- Principal may determine the appropriate amount of time for suspension;
- Written notice of the right to appeal to the superintendent;
- Suspension remains in effect pending appeal to the superintendent.

Appeal from Principal's Decision to Suspend or to Expel:

- Timeline for requesting appeal: no later than 5 calendar days following the effective date of the suspension/expulsion
- Superintendent must hold a hearing within 3 calendar days of receipt of request and issue a decision within 5 calendar days.
- Superintendent may overturn or alter the decision.

A student may appeal a suspension decision and the subsequent expulsion decision (following the conviction, adjudication or admission of guilt) regarding the same offense.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

G.L. Chapter 71, §37H ³/₄

Offenses: Any offense that is not addressed in 37H or 37H ¹/₂.

Consequence:

- May not suspend a student from school long-term (i.e. more than 10 days) until other remedies and consequences have been considered; consider ways to re-engage the student in learning.
- Consequences other than suspension may draw from evidence- based strategies and programs such as mediation, conflict resolution, restorative justice, and behavioral interventions and supports.
- No student may be suspended for more than 90 school days in a school year.

Due Process:

- Except for in-school suspension and emergency removals, prior oral and written notice of the charge to the student, and to the student's parent, and the opportunity for a meeting/hearing with the principal before suspension takes effect.
- Consult 603 CMR 53:08 for details on notices.
- Consult 603 CMR 53:07 for emergency removal process and 603 CMR 53:10 for in-school suspension process

- Explicit requirement to translate notice of the charges and the reasons in primary language of the home if other than English, or other means of communication where appropriate.
- Principal must make and document reasonable efforts to include the parent in meeting/hearing with the student.
- Principal must audiotape the hearing if requested by the parent and all those attending the hearing must be informed of the taping.
- Following hearing, principal must provide a written decision; and if a long-term suspension imposed, must inform student and parent in writing of the right to appeal to the superintendent and the process to be followed; translate notice of appeal rights in primary language of the home, or other means of communication where appropriate.
- Before any out-of-school suspension of a student in preschool or grades K – 3, principal must notify superintendent in writing of the alleged misconduct and the reasons for suspending the student out-of-school.

Appeal from Principal's Decision:

- Timeline for requesting appeal: written request not later than 5 calendar days following effective date of suspension; parent can request extension for up to 7 calendar days, which must be granted.
- The superintendent must hold a hearing within 3 calendar days of the parent's request for a hearing. The student or parent may request up to 7 additional calendar days. If so, the superintendent must allow the extension. The superintendent may have the hearing without the parent if the superintendent has made a good faith effort to include the parent.
- The student has the right to present oral and written testimony, to cross examine witnesses, and to counsel at his or her expense at the hearing.
- The superintendent must audiotape the hearing and notify hearing participants that the hearing will be taped.
- The superintendent determines the facts and consequences, if any, but cannot impose a consequence greater than the principal decided. A written decision is due within 5 calendar days of the hearing.

Provision of Education Services: Same as above

Discipline Collection and Reporting: Same as above

Discrimination

The Rochester School District adheres to the following Anti-Racism Resolution:

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each

school to ensure we create a welcoming community for ALL students.

WHEREAS, it is the responsibility that every district provides to all district staff, including:

School Committee members annual professional development on diversity, anti-racism, equity and inclusion; WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce.

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based.

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by diverse authors and works from diverse perspectives.

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to impact our public and private institutions.

RESOLVED: that the Rochester School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff. We must ensure our own school culture and that every district in the Commonwealth is actively anti-racist.

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of their membership in a protected class.

The Rochester School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

Harassment

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school related event, function or activity relating to an individual's action or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent

so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or

offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment.

Retaliation

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

Hate Crime

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of their actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Bullying Prevention

The Old Rochester/MA School Superintendency Union #55 School Districts are committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent

with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the Principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a

violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JIC, Student Discipline

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

SOURCE: MASC Updated 2023

Approved by the Joint School Committee on September 28, 2023.

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Sexual Harassment

We are committed to providing an educational environment that is free of sexual harassment. Sexual harassment is unacceptable and will not be tolerated in any form at any level of the school system. Any student or employee found to have condoned or engaged in sexual harassment may, depending upon the extent of the student's participation, be subject to disciplinary sanctions, up to and including suspension, in or out of school, or permanent exclusion from school in the case of a student, and up to and including termination of employment, in the case of an employee.

If a student or employee believes that they have been subjected to sexual harassment, whether by a student, a school employee, or any other person who comes on school property with permission, or that they have witnessed the sexual harassment of another, the student or employee should report the incident promptly to the Principal, the Assistant Principal, the Superintendent, the Assistant Superintendent, or any other administrator with whom the student or employee feels comfortable. A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

It is the policy of the school committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. Normally, the Principal/Assistant Principal will conduct the investigation of a complaint of sexual harassment or a designee selected by the Principal and will include separate private interviews with the complainant, each person accused of harassment and each of the witnesses, if any. The administrator conducting the investigation will ordinarily document the interview, but those interviewed may also be asked to provide a written statement. All students and employees are expected to cooperate fully with any investigation of sexual harassment. Information provided during an investigation of sexual harassment will be accurate and may be informed of the identity of the complainant or witnesses, but, in those circumstances, the accused will be cautioned against reprisals or recriminations or any attempted intimidation or coercion of the complainant or witnesses. At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. If the complainant or the accused is dissatisfied with the results of the investigation, either may discuss the issue directly with the superintendent.

Procedures for the Discipline of Students with Disabilities

If a suspension of more than ten days is proposed, or if a shorter series of suspensions would result in more than ten cumulative days out of class, for any student who has an IEP or 504 Plan, the school must convene a TEAM meeting before the expiration of the ten-day period.

At that meeting, the TEAM must first develop or review a behavioral intervention plan, consistent with the functional behavioral assessment of the student, then review the relationship between the student's disability and the behavior that is the subject of the discipline action. If the TEAM determines that the student's misconduct is a manifestation of the student's special needs, or results from an inappropriate special education program/program placement, or from an IEP that was not fully implemented, the long-term suspension or expulsion may not be imposed.

If the TEAM concludes that the misconduct is not related to the student's special needs, and it does not result from an inappropriate special education program/placement, or an IEP that was not fully implemented, then the long-term suspension or expulsion may be imposed, following the procedures listed in the law. Among other things the TEAM must offer placement in an interim alternative setting that will...

- (1) enable the student to continue to participate in the general curriculum,
- (2) enable the student to receive services listed in the last agreed upon IEP, and

(3) include any services and modifications designed to address the student's behavior.

The parents/guardians have the right to request an expedited hearing before the Bureau of Special Appeals (BSEA) to challenge the manifestation determination or the alternative program. If the parents request a hearing, the "stay put" provision of the IDEA entitles the student to remain in the last agreed upon educational placement while the procedures are pending before the BSEA. The right does not apply if the student is charged with possession of a dangerous weapon or drugs. In those circumstances, the school personnel may remove the student to an interim alternative setting without parental consent for up to 45 calendar days. Similarly, if the school convinces the BSEA hearing officer that the student's continued presence in the current placement poses a danger to that student or to others, the student may be ordered into an interim alternative setting for up to 45 calendar days without parental consent.

Procedural Requirements Applied to Students not yet determined to be Eligible for Special Education:

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then the student receives all procedural protections subsequent to the finding of eligibility.

Conflict of Interest Law and Gifts for Teachers

The Commonwealth's conflict of interest law, G.L. c. 268A, and the financial disclosure law, G.L.c.268B, restrict gifts and gratuities that school staff may receive. All teachers and school volunteers must be made aware of the content of these laws, specifically

sections 3 and 23 of 268A, and section 6 of 268B. Section 3(b) prohibits a public employee from requesting or receiving anything of ‘substantial value’* which is given for or because of an official act or act within the public employee’s official responsibility. Similarly, under section 3(a), no one may give or offer such gifts to public employees.

In addition, G.L.c. 268B, section 6, specifically prohibits public employees or members of their immediate families from soliciting or accepting gifts with an aggregate value of \$100.00 or more in a calendar year. Next, under G.L.c. 268A, section 23(b)(2), public (school) employees are prohibited from using or attempting to use their position to obtain for themselves or others unwarranted privileges of substantial value that are not properly available to similarly situated individuals. Finally, even if a gift or gratuity is not of substantial value or does not fall within the prohibitions discussed above, G.L.c. 268A, section 23(b)(3) will, in many situations, require public (school) employees to disclose to their appointing authority, the gift and their relationship with the giver.

All school volunteers are required to be aware of the state’s general laws and language surrounding gifts.

****Anything worth \$50.00 or more is considered to be “of substantial value” for the purposes of the conflict of interest law.***

The full content of the State Ethics Commission law is available from the school office or online at <http://www.mass.gov>.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55

135 Marion Road, Mattapoisett, MA 02739

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www.olderochester.org

NON-DISCRIMINATION POLICY

The Old Rochester Regional School District and the Massachusetts School Superintendency Union No. 55, Marion, Mattapoisett, and Rochester, Massachusetts are committed to equal employment and educational opportunity for all members of the school community. Students and employees are protected from discrimination on the basis of race, color, gender identity, religion, national origin, gender, sexual orientation, age, pregnancy, homelessness, or disability in admission to, access to, treatment in or employment in its programs and activities.

The schools are also committed to maintaining a school and work environment that is free of harassment based on race, color, religion, national origin, gender, sexual orientation, age, gender identity, pregnancy, homelessness, and disability. Harassment includes physical or verbal conduct that is derogatory; this may include jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working or learning environment.

A student or employee who has a concern about discrimination or harassment should inform

the Principal or the Superintendent of Schools, who will take appropriate steps to attempt to resolve the situation, such as discussion with involved persons, identifying and questioning of witnesses, and other appropriate steps. In most cases, a resolution will be achieved. However, if it is determined that a hearing is warranted, a hearing will be held before the Superintendent of Schools or a person that they may designate.

The goals of the above grievance procedures are to resolve complaints in a fair and timely manner and to ensure compliance with nondiscriminatory practices. Additionally, reprisals or retaliation against any individual who reports on, or files a discrimination or harassment complaint is strictly prohibited.

If you wish to discuss your rights, would like further information, or want to obtain help in filing a complaint, you may contact the Superintendent of Schools. The telephone number is (508) 758-2772 x1956. Any person having inquiries concerning the School District's compliance with the regulations implementing Title VI, Title IX, Section 504, ADA, or Chapter 622 is directed to contact the superintendent of schools, who has been designated by the School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, Section 504, ADA, and Chapter 622, or write to:

Office for Civil Rights
John W. McCormack Post Office and Courthouse
Room 222
Post Office Square
Boston, MA 02109

**OLD ROCHESTER REGIONAL SCHOOL DISTRICT
MASSACHUSETTS SCHOOL SUPERINTENDENCY UNION #55
Marion – Mattapoisett – Rochester, Massachusetts**

August 1, 2023

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.